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The Modern Language Journal

STAFF, 1945

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NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

What Others Think of Us

H. C. OLINGER

THE following worth-while and informative statement from Mr. Frederick H. Wagman, one of the executive officials of the Office of Censorship, concerns the contributions of our American-trained specialists in the languages. Here is added proof, if we need any, of the necessity of preparing teachers, translators, scholars, research workers, in the foreign languages not only for the emergencies of war but for the needs of our nation and the future generations in the far-flung international interests of the U.S.A.

We should all be grateful to Mr. Wagman, Regulations Officer of the Office of Censorship, for having answered our inquiries with such care and also for the very fair appreciation and evaluation of the training of foreign specialists in our American schools, colleges and universities.

We are happy to publish also the statement from A. Russell Mack, Supervisor of Secondary Education, which shows what an important place the teaching of modern foreign languages holds in the commonwealth of Massachusetts.

DEAR PROFESSOR OLINGER:

Your letter of September 6 has been referred to me for reply. We hesitate to offer suggestions or criticisms regarding the teaching of foreign languages in this country solely on the basis of our experience in Censorship since the linguistic criterion used in employing examiners was merely the ability to translate accurately from the foreign language into good English. It was not necessary for our examiners to be able to speak or write a foreign language. I am happy, however, to offer a general statement of our experience with Censorship examiners who qualified as translators and let you draw your own inferences.

The Postal Division of the Office of Censorship employed several thousand translators to examine communications written or printed in approximately eighty modern foreign languages and major dialects. Most of these languages, of course, are not taught in the American schools and our examiners who read them were born and educated abroad or raised in homes where the languages were spoken. The majority of our translators, however, were qualified to examine mail in the more common European languages which are taught in our high schools and universities. The program of recruitment was continuous because of normal personnel turnover and fluctuations in the volume of communications, but throughout the war the Postal Division suffered, to some extent, from a lack of translators adequately trained both in foreign languages and in English.

Our translators were of several types. We had the good fortune to procure the services of a considerable number of highly educated native Americans who had spent long periods of time abroad and had familiarized themselves with the every day usage, the technical vocabularies, slang and dialects of German, French, and Spanish. Many of these people had been employed prior to the war as college or high school language teachers. These people were our best translators and were used as mentors for those less capable.

Another group of employees had majored in foreign languages in the American universities but had had little linguistic experience outside the classroom. Some of these people showed several weaknesses from our point of view. For one thing, they encountered considerable difficulty in reading handwritten letters. Not only did German translators in this category find the German script troublesome but some French, Spanish, and Italian translators found it hard to decipher the handwritten script in those languages when the penmanship was not especially regular and clear. In time, of course, these translators learned to handle letters in script with considerable facility but the learning process entailed a certain amount of time wasted during the crucial early period of the war. Moreover, almost all of these translators experienced some difficulty at first with specialized vocabularies such as banking terminology and the jargon of the export-import trade.

Their most serious defect, however, was neither of the above since these deficiencies were remedied with relative ease. Unfortunately, a percentage of the examiners in this group seemed unable to translate with the detailed accuracy necessary in the work of Censorship. The ability to read rapidly for comprehension was of little value, inasmuch as in some cases incalculable damage could be done to a person or firm if a report prepared on a communication misinterpreted the intent of a single phrase. The work of many translators in this category had to be supervised and checked too closely from the standpoint of operational efficiency.

The third category of translators consisted of a relatively small number of persons whose knowledge of a foreign language was indisputably good but whose English was not adequate. The employment of these people also involved a certain inefficiency since it was necessary to have other translators whose English was fluent prepare their reports.

One of our major problems was the mail of semi-literate persons which contained numerous solecisms, extraordinary usage, and was often in very poor handwriting. The translators whose foreign-language experience had been acquired exclusively in the American schools usually found themselves helpless when confronted with communications of this sort. Similarly, these people experienced some trouble with the Spanish written at the Mexican border but, fortunately, the stations handling this were able to recruit an

adequate number of Spanish-speaking Americans who knew all the peculiarities of "Border Spanish."

It would not be fair to state that Censorship's difficulties in procuring adequate numbers of competent translators indicated that the educational programs of our universities had been deficient prior to the war with respect to modern language training. Obviously, many persons who would have been extremely valuable in our activity because of their linguistic skills found other war work. Many refused to leave their homes for positions at a relatively low salary in distant cities. Others could not be employed because they were eligible for military service.

On the whole it should be a source of satisfaction to the modern language teachers of this country that despite the absence of an integrated and compulsory national program for the utilization of expert linguists, Postal Censorship was able to recruit as many people as it did whose language training in the American schools and colleges had equipped them adequately for the demanding work of censoring the international mail. Certainly, our experience demonstrates once again the need for inclusion of intensive modern language programs in the curricula of the American schools.

Sincerely yours,

FREDERICK H. WAGMAN,
Regulations Officer

MY DEAR MR. OLINGER:

Commissioner Julius E. Warren forwarded your letter to me relative to the great and increasing need for young men in occupations equipped with knowledge of one or two foreign languages, as well as the need for training of competent teachers.

The idea of spending four to six years on each of several foreign languages will mean more time for languages than has previously been the case in Massachusetts. I am enclosing a study made in 1940-41 giving the list of high school subjects studied, as well as the number of pupils involved. You will observe on page two the languages taught in the then 260 public high schools in Massachusetts. Since this study was made, Spanish has greatly increased so that there are now about 100 high schools in the State which offer that subject. There are three high schools which offer Portuguese, one Swedish, and one or two offer courses in modern Greek.

However, most of our courses are planned for two or three years. In order to have the four to six years which you state in your letter that most specialists in modern languages are agreed should be the practice, it will mean more time for the languages unless the amount of time each year is decreased. I should have stated that in practically all cases, the languages as offered in Massachusetts high schools are five-period a week subjects.

Recently Commissioner Julius E. Warren organized a Committee on the Evaluation of Secondary Education. This committee has had a number of meetings, has appointed several sub-committees, and at the present time is making a conscientious study of the needs of secondary education.

Sincerely yours,

A. RUSSELL MACK,

Supervisor of Secondary Education

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

1940-41

HIGH SCHOOL SUBJECTS STUDIED

<i>Subject</i>	<i>Number of High Schools Offering Subject</i>	<i>Number of Pupils Taking Subject</i>
English	260	171,124
General Science	163	16,068
Biology	238	27,797
Chemistry—Coll. Prep.	192	11,377
Combined Chem.—Coll. Prep. & Chem.—General	12	526
General Chemistry	124	10,404
Physics—Coll. Prep.	180	6,478
Combined Physics—Coll. Prep. & Physics—General	10	201
Botany	9	554
General Physics	114	8,284
Zoology	2	189
Physiology and Hygiene	109	7,481
Community Civics	136	13,966
World History	128	7,206
Ancient History	114	7,822
Medieval and Modern History	75	6,733
History to 1700	37	3,133
Combined Hist. to 1700 & Eur. Hist. since 1700	1	218
Eur. History since 1700	76	5,794
United States Hist. & Civics	240	45,649
Combined U. S. Hist. & Civics & Problems of Democracy	2	723
Problems of Democracy	146	9,816
Combined Problems of Democracy and Economics	2	319
Economics	153	10,858
Combined Economics and Sociology	2	15
Sociology	50	2,690
Algebra	247	28,966
Combined Algebra & Plane Geometry	3	2,540
Plane Geometry	240	20,376

HIGH SCHOOL SUBJECTS STUDIED (Continued)

<i>Subject</i>	<i>Number of High Schools Offering Subject</i>	<i>Number of Pupils Taking Subject</i>
Combined Plane Geometry & Review Mathematics.....	1	13
Review Mathematics.....	81	4,107
Combined Review Math. & Solid Geometry.....	2	41
Solid Geometry.....	137	3,041
Combined Solid Geometry & Trigonometry.....	34	746
Trigonometry.....	139	3,306
Latin I.....	207	10,103
Caesar.....	221	11,103
Cicero.....	145	4,474
Combined Cicero & Virgil.....	13	145
Virgil.....	111	2,231
Italian.....	38	2,985
French.....	259	44,783
Spanish.....	52*	14,677
German.....	57	4,227
Physical Education.....	170	101,459
Choral Music.....	191	35,405
Harmony.....	32	1,195
History and Appreciation.....	39	3,062
Band.....	115	4,690
Combined Band & Orchestra.....	2	66
Orchestra.....	160	4,319
Freehand Drawing.....	180	17,530
Art Appreciation.....	54	5,345
Foods.....	153	12,487
Combined Foods, Clothing, and Home Management.....	1	16
Combined Foods & Clothing.....	7	229
Clothing.....	148	16,519
Home Management.....	65	3,199
Junior Business Training.....	150	10,812
Bookkeeping.....	244	36,106
Penmanship.....	33	5,145
Typewriting.....	249	48,920
Stenography.....	242	26,002

* Now approximately 100.

HIGH SCHOOL SUBJECTS STUDIED (Continued)

<i>Subject</i>	<i>Number of High Schools Offering Subject</i>	<i>Number of Pupils Taking Subject</i>
Secretarial Practice.....	33	378
Retail Selling.....	15	1,280
Salesmanship.....	70	4,811
Office Practice.....	126	10,303
Commercial Arithmetic.....	102	9,407
Combined Commercial Arithmetic & Commercial Geography.....	1	238
Commercial Geography.....	149	17,875
Commercial Law.....	137	10,997
Mechanical Drawing.....	179	18,324
Woodworking.....	113	9,012
Combined Woodworking & Metal Working.....	3	202
Metal Working.....	20	1,413
Foundry.....	3	28
Machine Shop.....	21	3,866
Auto Repairing.....	15	818
Shop Mathematics.....	32	3,419
Electrical Shop.....	8	715
General Shop.....	30	2,732
Printing.....	31	1,834

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

Whither Foreign Languages?

H. C. OLINGER

WHILE we are all waiting for the results of the Rockefeller-sponsored Investigation of the Teaching of a Second Language now being conducted at the University of Chicago under the general direction of Dr. Ralph W. Tyler and the immediate supervision of Dr. Harold B. Dunkel and Professor Frederick B. Agard, the *Modern Language Journal* has undertaken an inquiry in the influence of the war and the ASTP courses upon modern foreign language teaching in the secondary schools, colleges and universities.

We are also very desirous to bring to the attention of our colleagues that it may be we are emphasizing too much the work done in the colleges and universities and neglecting possible improvements in language teaching in the junior and senior high schools. Many teachers and educators feel very strongly that the real basic training in foreign languages should start in the lower levels of education so that we may go back to teaching the real civilization and literatures of the foreign countries in the institutions of higher learning. We are not ungrateful to the colleges and universities for their pioneering work and splendid impetus they are giving to the teaching of foreign languages though we cannot help but feel that a great disservice would be done to the teaching of the languages if they were confined to a two or three year program in the colleges. It is evident that the colleges and universities ought to bring about greater coordination of their language work with the junior and senior high schools of their respective areas.

We are most grateful to our colleagues in all levels of instruction who are cooperating in this informal and modest preliminary investigation for their generous and most helpful response. We appeal to the whole membership of our profession to participate in this new feature of the *Modern Language Journal* and we hope that as many teachers of languages as possible will volunteer to send us answers to the questions that we raised in the letter quoted below.

May we tender our most sincere thanks to Professor Julian Harris, Chairman of the Department of French and Italian at the University of Wisconsin; Miss Emilie Margaret White, Head of Department, Divisions 1-9, Department of Foreign Languages, Public Schools of the District of Columbia; and to Miss Annette Emgarth, a well-known teacher in the high schools in Philadelphia and a most active worker in the AATF and the MLTA of Pennsylvania, who were among the first to respond.

DEAR COLLEAGUE,

As Editor of the *Modern Language Journal*, I feel that our colleagues, both members in the National Federation and outside the Federation, would

be interested to know about the effects of the ASTP on the teaching of languages especially in the Junior and Senior High Schools. It is high time that we get away from general discussions and bring out concrete facts and pertinent results brought about by the said ASTP. We are, therefore, appealing to you to find out if you could furnish us with a report on the following items:

1) Has the war helped to increase the enrollment in languages in your school or college?

2) Has the administration allowed the teachers to experiment with the oral-aural features of the ASTP?

3) Has the new aim of giving the student a real mastery of the oral and written language helped to increase the number of years to be devoted to the study of foreign languages?

4) Is there any attempt to limit the number of students to less than 25 in language classes in your school or college?

5) Has the number of hours per week been increased in language work?

6) What new text-books or other material are being used in the various languages to realize the new oral-aural aim?

These are the items that we should like to have covered by you if you have anything to report personally. They are also the points that we shall take up with our various correspondents throughout the country. May we therefore ask you to give us the names of teachers and institutions in your vicinity that have taken part in this new orientation and experimentation?

Needless to say that this report would be of great interest to our readers and will serve as valuable publicity for language teachers and the various languages taught in our high schools and colleges. We are especially interested in getting information from teachers on the Junior and Senior High School levels. Much has been done in the colleges with no indication as to pupils and teachers on the secondary level.

We earnestly seek your approval and cooperation in this problem. Thanking you for any help that you may see fit to extend to the *Journal* and to our profession, I remain,

Most sincerely yours,
HENRI C. OLINGER,
Editor

DEAR MR. OLINGER:

Here are a few remarks in answer to your circular letter of August 23 in regard to the effect of ASTP on the teaching of languages to civilians. These remarks apply to the Department of French and Italian in the University of Wisconsin, but they are more or less applicable to the other departments of modern languages.

1) I do not believe the war helped to increase the enrollment in lan-

guages except for students in the ASTP and CATP. With the tremendous drop in total enrollment, however, it is very difficult to get a correct picture of the enrollment. One thing can be said: there has been a perceptible increase in French during the last three years.

2) The administration has very generously supported experimentation with the oral-aural features of the ASTP and has facilitated putting in eight hour courses for first year and five hour for second year instead of four and three, respectively.

3) It is too early to tell very much about it, but I think that although it will probably increase the number of students in oral courses, it will decrease the numbers in advanced courses in literature. I fear that although students will learn how to read, they will not have to do enough of it to realize that it is worth their while to read literary works. *We are not reducing the amount of reading.*

4) In the experimental sections we have a limit of 20 for classes and 10 for laboratory sections. The Dean seems disposed to accept a limit of 23 in traditional First Year French sections. In second and third year reading courses, they are still running over 25. In second and third year oral courses, we are limiting them to 15—with about 12 as an average.

5) See above under 2). We have tried for two years an additional two hours of laboratory work in connection with our French 25 (oral-aural-grammar review course parallel to the Elementary Survey of French Literature).

6) In French, M. Lévêque and Mr. Harris have worked out a course for beginners which makes use of the so-called "intensive" method but which, we hope, gives thorough basic training in grammar, etc. As a matter of fact, at the end of the first year, the students in the "intensive" sections were all well ahead of the national norms in reading, vocabulary, and grammar. For more information on this, see French Review, May 1945.

We have had available two "listening hours" per week (optional) in which students could listen to records and follow scripts. This has been useful for certain students. For most students, this seems tedious.

You might also consult Miss Laura B. Johnson, of the Wisconsin High School, Madison, Wisconsin, Miss Gertrude Stoessel, of West Division High School, Milwaukee, Wisconsin, and Mr. Ralph Jackson, of Milwaukee University School, Milwaukee, Wisconsin.

With best wishes and the kindest personal regards, I am,

Sincerely yours,

JULIAN HARRIS, *Chairman*

DEAR DR. OLINGER:

Your communication of August 23rd was waiting for me on my return from vacation this week. Naturally, this is a theme in which I am vitally

interested. I agree with you most heartily that it is time that we got beyond general discussion and got down to a discussion of concrete facts. I have for some time been particularly concerned over the fact that so much of the discussion in the professional periodicals has dealt with the problem as if it concerned only the colleges and universities, whereas, in reality, our chief concern should normally be with the high schools in which language study is begun. For it is the beginning of the study in which the aural-oral approach is so necessary. Of course, every one is concerned, and I'm delighted to have the higher institutions vitalizing their courses by shifting emphasis to oral procedures, but I'm particularly encouraged that you are thus bringing out discussion of the secondary school level now.

To answer your questions quite specifically:

Number 1 is difficult to be known about. Our statistics show increases in modern language enrollments in four out of eight senior high schools and seven out of twelve junior high schools. Comparing these figures with those of each year back to 1937, they look like the result of a slow but normal growth and not like a spurt due to war influences.

2. Yes. The Administration has been cordial and helpful in the matter of experimentation. Of course, Washington schools have for over twenty-five years, under the leadership of Prof. Samson, taught modern languages from the aural-oral approach, so that we didn't need an ASTP to prove to us its virtues. For the past three years, however, we have added short (one-semester) courses in spoken French, German and Spanish with a view to enabling boys and girls facing over-seas service to take care of themselves in the routine or emergency life situations in which they were most likely to find themselves in the foreign country. The results of these courses have convinced us that they are a good way to begin our regular courses and that they should be incorporated as a regular part of these.

3. For the past four years student teachers of French in training at the Wilson Teachers College have, with great success, given one hour of French a week each to second, third, fourth and fifth grade classes in the elementary laboratory school connected with the College. This year we are inaugurating the experiment of giving two half-hour periods weekly of French instruction to a second and fifth grade class (each having thus one full hour a week) in one of the regular elementary schools in another part of the city. These classes are to be taught by a superior senior high school teacher from the high school in that neighborhood, whose Principal has cooperated in arranging her program to make this possible. There is hearty support from all administrators for this experiment and we hope, of course, that its success will be the opening wedge for the introduction of foreign language study in elementary schools in all sections of the city, so that students may be offered the possibility of an early beginning and a long continuance of such study.

4. No, the Congress does not look with favor on a low pupil-teacher ratio.

5. No, except that in the first year of the spoken language courses in one school we tried in lieu of home assignments the experiment of giving two contact hours daily, the first with a guide or informant furnished by the American Council of Learned Societies and the second with the regular teacher.

6. Since we have so long used the aural-oral approach we have always tried to secure texts which were suited to that method of approach. Our basic first-year texts are:

French: Livaudais-Samson: *Mon Guide*, D. C. Heath and Co.

German: White: *Ein Ausflug in die deutsche Sprache, Anfangsschritte*, Odyssey Press

Spanish: Jarrett and MacManus: *El Camino Real*, Houghton-Mifflin Company

For the spoken language courses we use:

French: The Kany and Dondo conversation books published by D. C. Heath and Company

German: We have made our own book, which is not yet published, but which may be later.

Spanish: Lipp and Besso: *Conversational Spanish*, Hastings House

So far as I know, American and Georgetown Universities are the ones in Washington which have taken part in the ASTP.

With all good wishes, I am

Very sincerely yours,

EMILIE MARGARET WHITE

DEAR PROFESSOR OLINGER,

In order to obtain responses representative of all of the districts of Philadelphia, I passed on your questionnaire to the following teachers:

1	Temple University
4	Philadelphia High School teachers
2	Heads of departments
3	Junior High Schools
1	Catholic High School
1	Suburban (Lower Merion)

Each school was selected from a different school district.

I. Has the war helped to increase enrollment in languages, etc.

City schools—languages holding own.

Catholic—enrollment steady.

Temple—increased enrollment throughout college; therefore increased enrollment in languages. Decided swing up in French.

Suburb—steady.

II. Had administration allowed experiment . . . ?

All answered *no* interference.

- III. Has new aim helped increase no. of years . . . ?
No definite information yet.
- IV. Is there any attempt to limit no. of students in class . . . ?
None—in city schools.
Yes—in Suburban schools. Teacher reported that she had no class over 25! Of course this is only 1 suburban school.
- V. Has no. of hours per week been increased . . . ?
No.
- VI. New material in use . . . ?
None so far. Several mentioned new Heath & Holt series but no change has been made in books.

Yours sincerely,

ANNETTE EMGARTH
Philadelphia High Schools

“AMERICANS, AWAKE TO LANGUAGE NEEDS!”

“FOREIGN LANGUAGES FOR THE ‘AIR AGE’!”

“FOREIGN LANGUAGES, AMERICA’S NEED FOR THE FUTURE!”

Aviation in Inter-American Education: A Spanish Conversation Unit

FERDINAND M. LABASTILLE

State Teachers College, Jersey City, N. J.

(*Author's summary.*—Inter-American air transportation is revolutionizing political, military, commercial, social, and cultural relationships in our hemisphere where Spanish, Portuguese, French, and English are spoken. The link between inter-American air transport development and Latin American language study is apparent to students. The choice of language is dependent upon his particular needs. He accepts wholeheartedly the aural-oral objective.)

CAPITALIZING on the fascination which aviation as a study topic holds for the student of this post-war era, the writer has introduced a Unit in Spanish Conversation classes which has given good results. Since aeronautics is furnishing such excellent motivation in classes from the elementary level through adult education, the topic was bound to appeal to students of Spanish as well.

The Department of Modern Languages at our College has, since 1941, emphasized Inter-American Education. We have integrated our language courses—Spanish, Portuguese, and French,—and Latin American History—in a broad program covering the Latin American area. Our undergraduates in the General Curriculum, in the Health Education and Nursing Curriculum, and the Teacher Education Curriculum, were given an opportunity to study these languages, the culture, and the history of Latin America. One of the results of this interest in Inter-American Education was the coordination of effort and the cooperation of various other departments, such as Music, Art, Home Economics, and Social Studies, which included in their courses new and wider emphasis on Inter-American Relations.¹

In January 1942, the U. S. Office of Education designated our college an Inter-American Demonstration Center for the State. We had already established our Annual State Conferences on Inter-American Relations which have continued to date without interruption.² Like ourselves, colleges, universities, and high schools all over the United States took the lead in laying firm foundations toward increased cultural relations among the American Republics. Under the guidance of the U. S. Office of Education, the Pan American Union, and the Office of the Coordinator of Inter-American Affairs, now the Office of Inter-American Affairs of the U. S. Department of State, ways and means were adopted by our institutions to create positive results in better mutual understanding. In the short

¹ Ferdinand M. Labastille, Report of Second Year's Work, Inter-American Demonstration Center Project and Jersey City Experiment in Modern Language Studies, 1942.

² ———, Report on Fifth Annual State Conference on Inter-American Relations and Follow-up Programs at Newark, Paterson, and Montclair, 1945.

span of five years definite satisfactory results have been attained in the creation of mutual respect and cordial relationships among men, women, and children throughout the Western Hemisphere. Our Southern neighbors have equally learned about the United States in order to contribute toward the movement. This work in Inter-American Education fits in well with the traditional objectives of schools in the United States, namely, to create an intelligent electorate, a worthy citizen, to furnish vocational preparation, to preserve the current forms and improve on our society, and to cultivate an appreciation of spiritual and aesthetic values.

Aviation has made very close neighbors of all the 21 American Republics and the Commonwealth of Canada. The shrinkage of the world in terms of travel time is bringing the people of all nations into much closer contact. Everyone is more conscious now, not only of the affairs of our continental neighbors, but also of our world neighbors. The link between inter-American air transport development and Latin American language study therefore is apparent. Organized teaching material, however, is not abundant. Nevertheless, diligent search has uncovered sufficient upon which we could prepare an initial unit, which will be enlarged as additional materials are made available. The following lesson plan has proved useful to us:

A Conversation Unit in Intermediate Spanish

A. The Topic: "Aviation in Inter-American Relations."

As General Arnold, Chief of the Army Air Forces, has so well expressed in his foreword to the book *Conversational Spanish for the Army Air Forces of the United States*, written by Solomon Lipp and Henry V. Besso, published by Hastings House: "Geography early erected barriers of height, distance and water between the nations of the Americas. The airplane has largely eliminated these natural barriers. It has performed missions of mercy and neighborliness in hours where formerly days, weeks or months were required. But, there remained a barrier to fullest understanding—Language. Through the study of the Spanish language, the Army Air Forces seek to strengthen the ties between peoples who have so much in common. "HABLANDO SE ENTIENDE LA GENTE."

B. General Objective: 1. To stimulate student interest in the people of Latin America in an effort to motivate desire for travel abroad and thus to acquire wisdom in fundamental human relationship. 2. To develop in the student a consciousness of the importance of aviation in the forward movement of Civilization. To realize that aircraft are bringing people closer together for good or for evil. 3. To appreciate the wide network of relationships existing in the Americas, particularly in the field of air transportation. 4. To explore the ever-expanding opportunities for vocational and professional skill existent in aeronautics. 5. To develop a knowledge of geographical, historical, cultural, and technical facts and to realize the contribution of

each fact to the development of material and social well-being in the Americas.

C. Specific Objectives: 1. Ability to understand, speak and read the Spanish language. 2. Acquisition of a functional mastery of words and expressions applicable to the Age of Flight. 3. Familiarity with everyday expressions.

D. Unidad de Trabajo: I. Prefacio: En el campo de la aviación las Repúblicas Americanas han colaborado entre sí. La Tercera Reunión de Ministros de Relaciones Exteriores recomendó que todas las naciones tomaran medidas para reservar el uso de aviones y las facilidades de la aviación civil y comercial a los ciudadanos y a las empresas legítimas de las Repúblicas Americanas o de otras naciones que hayan demostrado su simpatía hacia los principios de la Declaración de Lima.

II. Contenido: Lección 1—Alas sobre las Américas.

Lección 2—Líneas de Aviación.

Lección 3—Aparatos más pesados que el aire.

Lección 4—Historia de Aviación.

Lección 5—Preparación para el viaje rumbo a Sudamérica.

Lección 6—En el Aeropuerto.

Lección 7—Empezando el vuelo.

Lección 8—En el avión.

Lección 9—Aterrizando.

Lección 10—Lo que el turista debe tener presente.

Lección 11—En el Hotel.

Lección 12—En la Oficina de Correos y Telégrafos.

Lección 13—En el Mercado y en la Tienda.

Lección 14—En el Restaurant.

Lección 15—Atracciones y Bellezas naturales de Sudamérica.

E. Suggested Procedure: 1. Study of geographical facts: Gather your students in front of two large wall maps which were recently published by the Air Age Education Research. One is called **WORLD AIR ROUTES**. This map shows the new global air routes and is based on an equidistant polar projection centered on the geographical center of the United States. Its companion map is called the **WORLD AROUND SOUTH AMERICA**, it is centered on Asunción, Paraguay. It shows the true relationship of the rest of the world to South America, and the way the rest of the world looks to South Americans. This introductory study presents a needed re-appraisal of our conventional ideas of world geography and economics.

2. Conversation techniques: After having become acquainted with the principal facts shown on the maps, the teacher begins to ask questions in Spanish. To begin with this conversational activity will have to be teacher-

motivated, until the students acquire a larger aviation vocabulary. As soon as the conversation becomes more spontaneous the teacher should not interrupt and correct in order not to discourage those who have to overcome self-consciousness.

3. Reading and discussing the first lesson: This is a treatment of a reading selection. Distribute copies of the Spanish review "El Eco" of May first 1942 among the students for both silent and oral reading. Oral reading will provide an opportunity to overcome at the start existing pronunciation difficulties and to improve on inflection. A stock should be available of the small booklet "Air Traveler's Dictionary"—English-Spanish—which the Pan American-Grace Airways gives away. Also have at hand copies of the "Air Age Education News, November 1944 issue, published by the Air Age Education Research. It contains an Aviation Word List in Spanish and English. Several copies of the book "Conversational Spanish for the Army Air Forces of the United States" should also be available to your students. This first phase of conversation, which will last well into the fourth lesson, is usually mere oral reproduction from memory of the new idioms and words encountered in aviation.

4. Teacher's presentation of new topics: Visual aids such as the maps, pictures and other materials contained in aviation kits^{*} are most helpful in stimulating interest and zest which is the aim of this unit. The presentation and explanations should be in Spanish throughout. We are now gradually entering upon the second phase of the conversational process. The student begins to experience greater ease, he uses a variety of key words and idioms. After the oral introductory presentation by the teacher, distribute among your students reproductions of a Spanish advertisement by the Air Age Education Research in the July 1945 issue of SELECCIONES DEL READER'S DIGEST. The symbols *Fuerza y Justicia*, inherent in the airplane, are contrasted in this Ad. At the end of the text the question is raised: "Llegarán los hombres a pensar en el aire para el bien de la humanidad?". The students should try to give their own answers and will also enjoy hearing the teacher give his answer in beautiful Spanish.

5. Review and Vocabulary Drill: Periodical reviews and vocabulary drills are important. At this point the student should participate effectively.

6. History of Aviation: We are coming now to the third phase of the conversational process. The aim of this and succeeding lessons is to develop more variety in expressions, some originality in ideas, and quickness in reply. This lesson is rich in topics for research by the student. Have someone read and report on A. Brigole's book "Santos Dumont, the Air Pioneer." Other students will look up about the contributions in the conquest of the air made by the Argentine Pablo Suarez, the Peruvians Georges Chavez and Jean Bielovucic, and the Mexican Emilio Carranza. A chronological

^{*} United Airlines, High School Aviation Kit, 25 cents.

history of the progress of aviation from Leonardo da Vinci through World War II is included on the map "World Air Routes." Have the students render this historical data in Spanish.⁴

7. Unit Assignments: Make use of the workshop idea. Have in your classroom a collection of Technical Dictionaries, books published in the United States and abroad, current newspapers and periodicals in Spanish and English. The student will choose from this collection what he wants for further information. We know that much reading and a good foundation in grammar will strengthen the student's speaking ability. Help the student to develop efficient reading habits.

8. The following list of materials is suggested:

Pan-American Dictionary & Travel Guide by Lewis L. Sell. G. P. Putnam's Sons, 1941.

English-Spanish Comprehensive Technical Dictionary, same author, The International Dictionary Co., 1940.

U. S. War Department Military Dictionary,—U. S. Government Printing Office, 1941.

English-Spanish and Spanish-English Dictionary of Aviation Terms, by Juan K. Serralles, McGraw-Hill, 1944.

Castillo & Sparkman, *Un Vuelo a México*, D. C. Heath & Co., 1938.

———, *Un vuelo sobre los Andes*, ———, 1938.

Lipp & Besso, *Conversational Spanish for the Army Air Forces of the United States*, Hastings House, 1941.

Nayler & Owen, *La aviación al día*, Editorial Nova, Buenos Aires, 1944.

Zuloaga, Angel María, *Curso Elemental de Aeronáutica*, El Ateneo, Buenos Aires, 1940.

Tomás de Martin-Barbadillo, *El Autogiro ayer, hoy, mañana. Con un prólogo de Juan de la Cierva*, Espasa-Calpe, S. A., Madrid, 1935.

Karlson, Paul, *El hombre vuela. Historia y técnica del vuelo*. Versión española por José Cubillo Fluiters. Editorial Labor, Barcelona, 1941.

Trugan, L., *La aviación. Reseña histórica documentada y elementos de aviación*. Traducción y prólogo de José Muñoz Escamez.

Armangué, Antonio, *Elementos de aviación*, Gustavo Gillé, Barcelona, 1931.

José Henriques Figueira, *Vida, Serie graduada de lecturas culturales básicas para las escuelas urbanas y rurales*, Casa A. Barreiro y Ramos, S. A., Montevideo.

Kany, *Spoken Spanish for Flying Cadets*, D. C. Heath, 1943.

American Airlines, *Make friends with Mexico*, 10 cents.

Pan American World Airways, *Classroom Clipper*, a magazine, with a section entitled "El Estudio Del Español," free.

———, *The Flying Clippers in the Southern Americas*—free, Pan American

⁴ Ferdinand M. Labastille, *Unit of History of Aviation*, 1945, Mimeographed copies available at State Teachers College, Jersey City, N. J.

- Union, Washington, *Las Américas*, Publicación preparada por la Unión Panamericana, 1943.
- H. Paul Hall, Publisher of *Travel Letters*, Latin American Series, in Spanish, Delaware, Ohio.
- "True Comics" and "Real Heroes," The Parents' Institute, Inc., N. Y. Special Spanish Issue "Héroes Verdaderos," 1943.
- Amner & Staubach, *Revista de América*, an anthology from Spanish-American magazines, *Aviación Femenina*, por Lina Campos Salas de Buenos Aires, 1942, Ginn and Co. 1943.
- América*, *Revista de la Asociación de Escritores y Artistas Americanos*, Habana. *El Aeroplano: Sustituto del ferrocarril y del Barco de Vapor*, Nov.-Dic. 1942; *La Defensa Aerea de un país*, Ene.-Feb. 1941; *Americanizando la juventud de Yanquilandia*, Julio 1939.
- Tiempo*, *Semanario de la vida y la verdad*, *Sección Comercio, Economía, Educación*, published in Mexico; represented in New York by Chalmers-Ortega, Inc.
- El Exportador Americano*, Johnston Export Publishing Co. New York. A monthly review with a section on Aviation.
- En Guardia*, revista publicada mensualmente para la Oficina de Asuntos Interamericanos, Commerce Building, Washington, D.C., *Retropropulsión*, Año 4, No. 9.
- Norte*, publicación mensual, 101 Fifth Avenue, New York; many articles on Aviation.
- La Prensa*, el único diario español e hispano americano de Nueva York, 245 Canal Street, New York, full of aviation news.
- U. S. Office of Education—*Understanding the other American Republics*—Education and National Defense Series No. 12.
- U. S. Office of Education—*Inter-American Cooperation through colleges and universities*—Pamphlet No. 14.

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

*Comments on the Harvard Report**

THEODORE HUEBENER

*Acting Director of Foreign Languages, Board of Education,
New York, N. Y.*

(Author's summary.—The Harvard Report by its inadequate treatment of the field of foreign languages is inconsistent with its own humanistic ideal of education in a free society.)

AFTER perusing with great interest the first two chapters of the Harvard Report with their rather clear and sympathetic analysis of American education, the language specialist's serenity is severely jolted when he comes to the discussion of the new curriculum. Having just read such edifying phrases about education for world citizenship and the preservation of the common cultural heritage of the West, he approaches with high hope the glorious new plan which is to produce the free, noble-minded citizen of a democracy.

But what does he find? As a proposed solution for our educational difficulties, a core-curriculum of 3 units in English, 3 in science and mathematics, and 2 in social studies! It is presented rather timorously; the admission is made that it is not new. When the various subjects constituting the core are discussed, there is an even greater lack of assurance. The pages describing the suggested plan are full of such words as "it seems," "might," "could," "perhaps," and other expressions indicating a lack of deep conviction.

As for foreign languages, they are not even mentioned in the core. To them are devoted some seven pages tucked away in the section on the Humanities, revealing rather startling ignorance of the methodology and objectives of foreign language instruction in the modern high school.

Among the more amazing statements are the following: The aim of foreign language teaching "is not to give a practical command of the new language," but to improve one's English. "There is no better practice in reading or in writing English than translation." Those who have need of a foreign language for research can get it in intensive summer courses (still to be organized). German and Spanish are "largely" tool subjects, German being unique for science, Spanish for South American trade. French and Latin are desirable because they "illuminate" English syntax, for which reason they should be taught in the seventh and eighth grades. The chief difficulty in teaching language is to get the student to appreciate the meanings of foreign words and idioms in their relationship to English (a "Copernican step"). Only a "comparatively few," who can profit by it, should go on with language study. Two other languages should be taught: ancient Greek and modern Russian—the latter "in the last years of (high

* *General Education in A Free Society*, published by Harvard University Press under supervision of Dean Buck.

school." Finally, as a possible solution, experimentation with "general language" is recommended. "If it survives it may well become the core of English teaching in the first year of high school."

The last sentence gives away the whole case: foreign languages in the guise of "general language" are to be merely ancillary and introductory to the teaching of English. (Perhaps it is significant that the discussion of "Foreign Language" takes a subordinate place in the section on the Humanities, which begins with "English," printed in capitals.)

Ignoring the short-sightedness of failing to include such a language as Italian (which was one of the first to be introduced into our academies in Colonial days and whose literature was the fountain-head of the Renaissance); considering German and Spanish "largely" as tools; recommending ancient Greek and modern Russian for the last years of high school; the most serious error is the statement that foreign languages are taught primarily to "illuminate" the student's English. It is flatly denied that one studies a foreign language to learn a foreign language. Nay, far from it: one studies a foreign language to learn English! According to this analogy one might take up the 'cello in order to learn to play the violin!

After reading so fine a presentation of a broad cultural ideal for the greatest possible number, it is amazing to find only a passing mention of the "cultural ends" of foreign languages. German and Spanish are tool subjects; French and Latin will improve English (if the student can take the "Copernican" step). What about the rich literatures and cultures of these languages? What about our cultural—as well as our commercial relations—with South America? (The Good Neighbor Policy is not mentioned.)

The Committee in earlier chapters decry "watering" subject-matter, yet that is the very thing they are doing. What they propose is a course in "general language" or in a single language (French or Latin) primarily for the enrichment of English. A very few will continue their language study. And this at a time when our country has entered into countless cultural, commercial and political relations with a score of foreign countries, and a long-range, expensive program with an entire continent, requiring the services of thousands of persons equipped with foreign languages and a widespread knowledge of foreign cultures among the populace. How are we to develop true appreciation of other peoples, to teach international cooperation, to form the intelligent citizen of the world, if we are to deprive our children of the only basis of all true intercultural understanding, namely, an acquaintance with one or more foreign tongues? How are we to achieve properly the (Committee's) aim of education—the *good man*, "who possesses an inner integration, poise and firmness, which in the long run comes from an adequate philosophy of life," if we ignore the most precious and significant factor in the culture of our fellow-men, namely, their language? It means omitting the most human element of the humanities!

*An Administrator Looks at Language Study**

J. CAYCE MORRISON

*Assistant Commissioner for Research State Education Department,
Albany, New York*

(*Author's summary.*—The Second World War brought to the people of the United States opportunities for leadership among the peoples of the world. Obviously, such leadership can be exercised wisely only insofar as we know and understand the aspirations, the hopes, the ideals, and the thoughts of others. In the final analysis, such wisdom is gleaned only through knowledge of language as a working tool. To gain such mastery of the languages of other peoples as will be needed by Americans in the years ahead presents many problems which must be finally answered in terms of experimentation and research.)

Looking to the future, we shall be not less interested in the cultural values of language study, but we shall strive to attain those cultural values through teaching languages as an essential instrument in the exercise of our duties as citizens of the world.)

FROM various sources, I have gleaned the impression that the teachers of modern and ancient languages in New York State are not altogether happy over current trends affecting language instruction in secondary schools.

Their concern appears to run deeper than the mere loss of numbers caused by the Selective Service. One seems to detect among them a haunting fear that long-range forces are at work—detrimental to their chosen field. This fear appears to stem from two assumptions: first, that the war has placed a premium on technical education at the expense of the study of languages; and second, that the increased emphasis on “constants” in secondary school programs limits the opportunity of students to elect the study of languages. From the literature and the conversation of language teachers, one gains the impression that they feel they are facing some sort of conspiracy against their respective fields—a conspiracy in which the administrative officers are accomplices, willingly or unwittingly.

Decreasing Enrolments

The statistics of Regents academic examinations in registered secondary schools is one index of trends in enrolment by subjects. During the five-year period 1940–1944, inclusive, the number of English Four Year papers written decreased 21 per cent. During this same period, the number of Two Year and Three Year papers written in German decreased 58 per cent; the number in French, 51 per cent; the number in Italian, 50 per cent; and the number in Latin, 23 per cent; while the number in Spanish increased 81 per cent.

As of March 1, 1939, in the New York City high schools—Grades 9–12,

* Address delivered before the Modern Language section of the Eleventh Annual Educational Conference of the Syracuse University, July 18, 1945.

there was a total of 150,527 pupil enrolments in foreign language study as compared with 103,009 enrolments for February 1944. This was a loss of about 46 per cent. During this period Portuguese was introduced. Spanish gained nearly 25 per cent. All other languages lost ground. The chief loser was French which dropped from an enrolment of 65,832 to 28,373. Great as the loss has been, when compared with loss in gross high school enrolments, the total decrease in language enrolments is not quite as great as current discussion would lead us to believe.

Factors in the Language Situation

While the writer does not attempt to speak for administrative officers, as an impartial observer he would suggest the following factors as affecting the current status of languages in secondary schools: the changing school population is exerting a powerful influence on the selection of subjects and the methods of instruction; the rapidly increasing volume of human knowledge makes conflicting claims for the child's time in the elementary and secondary school; the relative isolation of the United States from the rest of the world prior to 1940, had an inevitable influence upon the need for language instruction; there are certain administrative factors which we have not yet succeeded in overcoming; and finally, there are some limitations in language teachers—limitations that hurt even more than inadequate knowledge of the subject.

The changing high school population. Twenty-five years ago, the secondary schools of New York State were primarily college preparatory schools. Relatively few children with an IQ of less than 100 survived the ninth grade and very few with IQs of less than 110 completed high school. During the early '20s, a former colleague in the State Education Department prepared a very thoughtful paper developing the thesis that any examination which fails fewer than 25 per cent of the applicants is a poor examination. Since the colleges placed a premium upon the study of languages and since most of the student body was primarily concerned with college preparation, teachers of languages had powerful influences operating in their support.

Now, New York State is moving rapidly toward keeping all of its youth in high school until graduation or the age of 18. This fact materially alters the attitude of the student body and makes it essential that the schools give major consideration to the preparation of useful citizens and intelligent workers. The changing population of the secondary schools has changed the main objective of these schools from education for leisure to education for work. In this change, however, the hope for teachers of the languages is that the opportunity for leisure will be spread much more widely and evenly among the total population.

Increasing knowledge. Probably the most significant factor affecting languages is the increasing body of knowledge pressing for consideration

in the elementary and secondary schools. During the past generation in the United States, we have developed a rich and ever-increasing volume of American literature. There are youth today in college spending term after term on literature written by men and women who were either unborn or children in the schools at the beginning of this century. Youth today are growing up in a world that is being changed daily by new discoveries and inventions in science. In the generation ahead, no man or woman can claim to be educated who lacks a broad acquaintance with science in its varied ramifications. Moreover, the war has taught us beyond debate the dangers of continued development of science without corresponding development of the capacities to control its use. Therefore, in the century ahead, there will be an increasing emphasis upon social invention. Already we see this trend in the increasing attention given to social studies in the secondary schools. At long last, our people are beginning to understand the evil of ill health, disease and physical disability. Thus we have the growing demand for time in the schools and colleges given to physical education and the study of health—both in its community and in its personal application. With increasing leisure, more and more is being demanded of the schools in the teaching of the fine arts and music. In an industrial age, the industrial arts cannot be neglected.

The Report of the Regents Inquiry into the Character and Cost of Public Education in the State of New York indicated that more than 60 subjects are pressing for admission to the high school curriculum. Since the high school program is organized in terms of sixteen units for graduation, which subjects shall be omitted and what is the virtue of their respective claims?

By the same token, new knowledge totally unknown fifty years ago and much of it unknown even twenty-five years ago is crowding for consideration in the elementary school. What knowledge is of the most worth? Who shall study what? These are questions requiring an answer.

Isolation and the teaching of languages. The relative isolation of the United States had a bearing upon the teaching of languages quite apart from its effect on political philosophy. Prior to 1940, relatively few Americans needed to speak any foreign language. Those few who did need mastery of the spoken word were largely limited to teachers of languages, missionaries, occasional representatives of big business, an occasional scholar studying or traveling abroad, and the lower grades of the diplomatic service. In the latter field, all too often, the higher posts went to effective campaign contributors quite irrespective of their knowledge of the language or the people of the country to whom they were assigned. I have no data on the subject, but it would be a fair guess that less than 1 per cent of the American people prior to 1940 had any need for mastery of the spoken word in any language other than English.

Only a slightly larger percentage had need for reading any language other than English. These were limited to Ph.D. candidates and a relatively few scholars in each of the several fields, a few business houses with important foreign contacts and a relatively few people who wished to read the literature of a language for culture's sake. The great majority who laboriously learned to speak or read a foreign language in school or college lost that skill within a few years after leaving school.

Administrative factors. During our whole history prior to the present war, the people of the United States harbored a secret fear of foreign groups. We cannot overlook the fact that America, throughout its history, has been peopled by large groups who came to this new world to escape oppression of various types. Subconsciously, they felt the need for the rapid conversion of the foreigner into an American. To be a good American, he must use our language; he must adopt our customs. As late as 1915, there were parochial schools in this state in which not a single member of the faculty could converse in the English language. During the early period of the First World War, we became conscious of the fact that in many mid-western communities there were settlements of Germans and other nationalities in which the teacher of the common school gave all or most of the instruction in the foreign tongue. From the experience gained in two world wars, we can understand the emphasis which New York State now places upon requiring that instruction be given in English.

Another major administrative factor is the long, hard struggle American public education has had, to obtain in any field of instruction enough teachers with broad, rich educational preparation. In part, this is due to the rapid growth of enrolments in school and in college. It is also due, in large measure to inadequate salaries. We just haven't yet succeeded in obtaining enough money to man our schools with teachers of broad, rich cultural preparation. This issue was dramatized some years ago by the New York City schools in their drive for higher salaries, when they stated their case in a little pamphlet, *Brains at the Top*.

In the final analysis, the administrative officer must provide the kind of educational program the public wants.

Limitations of language teachers. Were I making this address to administrative officers, I would omit or abbreviate this section, but this is one area of our subject in which language teachers may help change the course of language instruction—particularly in the secondary schools.

Judging from the literature and fragments of conversations, there is still some competition between language groups for inclusion of their respective subjects in the curriculum and for the enrolment of pupils in the languages offered. This competition does no one any good and hurts the cause of all.

The current literature on the modern languages is filled with questionable assumptions. Let me quote one illustration:

"Why teach our children geography and history from only one point of view. Why not teach them to read history and geography in the language of the country itself? . . .

"My plea then is that at least one language, but preferably several, be begun in the early grammar grades and continued in the high school."

Let us look at the first part of this quotation in the light of the claims previously noted for the child's time in the secondary school. Of how many countries do our children study the history and geography, and how many languages must they learn in order to study the history and geography in the vernacular of the country itself? No doubt the writer quoted meant only to argue that instruction in a foreign language should contribute to understanding of the history and geography of the country or countries in which the language is used; but her argument was so phrased that the reader might easily conclude that she argued for the teaching of all history and geography through the native language. It is this kind of plea that causes administrative officers to discount the arguments for language instruction. In support of the second part of the thesis quoted above, the writer points to the mastery of the English language by South American Germans and dwells at length on the fact that these Germans devoted eight years of study to each of three languages other than German before they were released from German schools. The record of Germany's contribution to the world during the last dozen years ought to make us skeptical of German methods as a guide to American education.

Another charge that too often can be brought against teachers of languages is that they place their subject above the pupils. I know one lad whose record in elementary, secondary school and college indicated that he was a superior and hard working student. On entering the eighth grade, various tests indicated that he had a mastery of English vocabulary equivalent to the average college sophomore. The various reading tests given him in the eighth and ninth grades indicated a reading ability variously equivalent to that of college freshmen or sophomores. He elected Latin and his Latin teacher spent two years deliberately convincing him and his parents that he had made a mistake. She called him "dull" and "lazy" and found various means of humilitating him before his fellows. Her record reminded me of the dear old teacher of Latin in the high school of the county where I began my teaching career. At our teachers' meetings, she boasted that her standards were so high that not more than 40 per cent of her class ever passed her examinations. Life is too short! There is too much to be learned. There is too much useful and rich knowledge to be gained to waste the time of children under teachers who place their subject first and the children as a poor second.

Another limitation that has done much to keep language instruction at its present low estate is a lack of vision on the part of teachers. This is particularly a sin of the colleges. Too often the colleges are satisfied to have much of the instruction in the languages—particularly in the first year—

conducted by teachers who have a limited understanding of the customs, economics and culture of the peoples whose language they teach. In my own college days, in one term I was enrolled in three languages. One was taught by a young woman who knew the structure of the language but had no comprehension of the philosophy that lay back of it; and though she was a native of the country whose language she was teaching, she knew less of its geography, history and culture than did I, a college student. I stayed with her for a year; on learning that she was to take the second year's work, I dropped the language, unfortunately never to take it up again.

Too much of language instruction in American schools is devoted to the study of grammar and syntax and to the translation of English into the foreign tongue. Too many teachers of foreign language spend too much of the time bemoaning the fact that children have been inadequately taught the grammar of the English language. Whether it be Latin or any modern language, it can be made to come alive in the American classroom. Knowledge of grammar and the structure of language has a place, but it is not the only objective or even the main objective of language study in American schools.

In part, because of the isolation of America from the rest of the world, language instruction in American schools has often lacked purpose. It has failed to teach the culture of the peoples using the language—their social, economic, educational and political life, problems and outlook.

Changes Wrought By the War

During the past five years, more than six million Americans have gone abroad. Many of them have been in several countries and have heard many tongues spoken. Because of sons and brothers in foreign lands, more than one hundred million Americans have gained a personal interest in more than one of these countries. Several hundred thousand young Americans have received intensive instruction in at least one foreign language. The Federal government, in many of its departments, has been forced to recognize the value of the knowledge of languages.

Our attempts to do business with Russia, for instance, have taught us the importance of being able to read and speak the other nation's language. The very fact that the United States has come into a position of world leadership imposes the obligations of world citizenship and the need for language in diplomacy, education, religion, business and industry.

It takes little speculation to see the effect which new developments in communication and transportation will have upon the need for more than one language in the years that will follow the war. Already, we have experienced the thrill of turning on the radio to programs from other countries and in other tongues. Who knows the limits this practice may attain in the next ten, twenty, or thirty years! Air travel has made us one world. Before

this war, crossing the Atlantic or Pacific by plane was a major adventure; after the war, it will be commonplace, not for the occasional traveler alone but for literally hundreds of thousands of our citizens engaged in every line of work.

It seems almost certain that one of the outcomes of this war will be a rapidly increasing interest in and demand for knowledge of languages by an ever increasing portion of the population.

Probable Demands for Languages After the War

Because of the greater opportunity of our people to meet and converse with peoples of other countries, there is almost certain to be an increasing demand for beginning language instruction in elementary and junior high schools. There will be an ever increasing demand for oral and aural mastery of the language studied. We shall want language instruction to be more closely related to understanding of the cultural, educational, political and religious life of the peoples using the language.

There will be a demand for methods of instruction adapted to the varying capacities of learners—methods that place the learner above the subject.

There will be demand for the integration of language instruction with other learning in the school, that is, with literature, mathematics, science, social studies, fine arts, music and the technologies. The teacher of a language other than English will be expected to keep all of his colleagues in their respective fields abreast of the new developments in the country or countries using the language taught.

It would appear certain that the report of the Committee on Language Instruction in the A.S.T.P. will have considerable effect, both in the college and in the secondary school. Already we see one effect of the Army program in the language investigation being conducted under the direction of Dr. Tyler at the University of Chicago.

Still another outcome of the war hardly anticipated even five years ago is the rapid growth of interest in the Russian language and the probability that it will become one of the major languages studied in this country.

Possible Changes in the Schools

Judging by the recent past, there are certain changes in the schools which seem probable, if not essential.

There are many communities in this country with considerable numbers of parents whose business or leisure will take them into other countries, and who will want their children to gain an early mastery of one or more languages other than English. While in any community the children with aptitude for mastery of a particular language and with social and economic heritage to profit from it will be in a minority, there will be many schools in which there will be a sufficient number to carry a group through several

years of the elementary school. In some cases, these groups will be organized as classes, in others as clubs such as the French Club, the Russian Club and the Spanish Club. The emphasis will be fixed upon the mastery of the spoken word. The junior high school classes will be organized on a more formal basis, but again with emphasis upon oral and aural mastery. No doubt, too, we shall expand in the language fields, the exploratory function of the junior high school.

In the years ahead, the school no doubt will capitalize on the knowledge of languages which the children bring from their homes. In the 1940 Census, 21 per cent of the total population of New York State was foreign born and an additional 31 per cent were native white of foreign or mixed parentage. Nearly 80,000 under 20 years of age were foreign born whites. Here is a great reservoir of knowledge upon which the schools might capitalize with immense profit to all the children concerned. More than 30 different languages were represented by considerable numbers of the foreign born whites. Among these, the first four in order were:

Italian	584,000
Russian	436,000
German	317,000
Polish	281,000

In the years ahead, we shall need a sound guidance program in every high school which for the study of languages will have two objectives: first, to determine the aptitude of the pupil for the study of language; and second, the selection of a particular language in terms of his interest and social inheritance. America now has a stake in almost every country of the world. It may well be that in the years to come, many languages will be taught informally, not alone to keep alive the memories of the old country, but to prepare a group of young Americans to carry back to the land of their fathers something of this new world that is being built here in the United States.

No doubt there will be a much greater emphasis on exchange of students and teachers. There would seem to be no very good reason why high school programs should not be so scheduled as to enable an ever increasing number of children to spend a summer, a semester, or a year of study in some other country without loss of progress through the American schools.

With increasing salaries, it should be possible for many communities and possibly for some states to require travel abroad as a pre-requisite for the certification or employment of teachers of languages. One way to facilitate such training would be through the establishment of fellowships for teachers of languages and for their assistants. It would seem appropriate that various associations of teachers of languages seek funds for the establishment of fellowships as a means of promoting the teaching of languages.

It should not be difficult to prove the value of such an investment in terms of student outcomes.

A major feature of the Army Specialized Training Program in languages was the division of work into three hours a week on grammar under a superior teacher and twelve hours a week in small groups under assistants who spoke fluently both English and the language being learned. It should be possible to recruit many such assistant teachers from among new citizens or their children. When Europe begins to revive from the tragedy of war, the salary of an assistant teacher of languages in American schools might serve as a fellowship for foreign students desiring to study in this country. The reorganization of language instruction under one master teacher and several assistant teachers opens a new vista for increasing and improving the teaching of languages in American schools.

The Role of Research

The Army Specialized Training Program in the Languages has raised many questions which must be finally answered in terms of experimentation and research. Not the least of these is the place that any second language will have in the secondary school program. The questions raised will necessitate reorganization of the school curriculum and the school day. What shall we substitute for the Carnegie Unit in organizing the secondary school curriculum? Would it be possible to approach the Army Specialized Training Program time allotment for language instruction in the secondary school? We shall need to experiment and to test the results.

There are many hard questions still to be answered concerning the selection of content, the determination of objectives at various age levels and the efficacy of methods. Those who counsel children in junior and senior high school will need exact and up-to-date information concerning the vocational opportunities for persons skilled in the various modern languages. There will be increasing interest in the use of radio, records and motion pictures, the development of new tests, and in the analysis and selection of textbooks and other materials of instruction.

Looking to the future, we shall be not less interested in the cultural values of language study, but we shall strive to attain those cultural values through teaching languages as an essential instrument in the exercise of our duties as citizens of the world.

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

A Method of Teaching Modern Languages

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(*Author's summary.*—An aural-oral approach with novel features and many practical suggestions for the beginner-course in a modern foreign language.)

THERE has seldom been a more favorable time than at present for re-examining aims and methods of teaching modern foreign languages.¹ Up until recently and due to various well known reasons, e.g. few hours per week, one or two years most of the time, text books, administrative policies, etc. and last but not least, teachers' training—the main emphasis has been on Reading, Translation, and Grammar. However, because of the impact of the War, the spoken word has now been recognized as being of prime importance for our Present as well as for our Future. Some day perhaps, modern language teachers will ask themselves how they could ever have lived through a time when a graduate, pursuing advanced studies at a university, would say: yes, I have studied French for five years, German for three, and Spanish for two, but I am sorry, I can't speak any of them.

Modern languages can very effectively and with great enjoyment be learned by an aural-oral approach. In the following, a way is being proposed that has been successfully used for a number of years and which may help to overcome the reluctance of those teachers who in their modesty think they cannot speak fluently enough themselves.² This writer will limit himself to discussing some points in the teaching of French although he has had similar experience in German. His aim is threefold, Speaking, Reading, and Writing, the first one being the most important. Reading and writing will logically follow and accompany speaking and will grow as they go along.

The following steps are used during about half of the first class period: 1. a brief explanation stating the aim of the course—the ability to speak read, and write simple French—, 2. pointing out the relationship between French and English; a few remarks about the history of both languages are sufficient; the oral presentation of words like: "madame, mademoiselle, restaurant, hôtel, chef, hors-d'oeuvre, opéra, esprit de corps," etc., serve as illustrations and later in the course, written words such as: "admiration, agréable, commencer, éducation, république, déclarer," etc. used for prac-

¹ Quite a number of articles on the subject of the "New Trend" in teaching modern languages have appeared in magazines like: *The Modern Language Journal*, *The German Quarterly*, *Monatshefte*, *The French Review*, *Modern Language Forum*, etc. as well as in the daily press during the last two years. However, it is felt that there is room and need for more. This one emphasizes more the practical aspects than theoretical points.

² There are many ways of improving one's oral facility outside of a visit abroad, to name only a few: recordings, clubs, radio, motion pictures, and above all, a summer at a language school like Middlebury, Vt.

ting pronunciation will be a second proof of that relationship. No so-called "pep talk" is necessary. Instead of it the method of reaching the goal set is briefly explained. Language is first of all speech. In the beginning, the spoken word is stressed more than anything else and in logical connection with it, pronunciation and a little later, spelling.

After the first half hour or so, THE MEDIUM OF INSTRUCTION IS FRENCH ONLY, the teacher using simple language and the students learning by imitation. Every new word appears in SENTENCES and is singled out only by spelling it or, when its pronunciation is being practiced. The meaning of new words is best learned by ASSOCIATIONS, e.g. through symbols, synonyms, antonyms, action, mimic, objects, and pictures. Translation is avoided from the start. If we acquire the meaning of a new expression by translating it, we have to do double work and by rendering a whole sentence into the vernacular, triple work: 1. finding the suitable English word, 2. rearranging the order of words, and 3. retaining the meaning of the new expression. This last task is made more difficult by the power of the vernacular.

If the English word is spoken, the organs of speech will immediately return to the position they have acquired through daily use. In learning French or, for that matter, any other foreign language, mouth, lips, and tongue must take up new positions and must form different habits. They have to submit completely to the requirements of the new language, if a correct pronunciation is to be attained.

Another obstacle is the printed work when used at the beginning of the course. At the moment a printed word is seen, the speech habits of the mother tongue automatically go into action, thus causing mispronunciation and delay.

In order to avoid these two great handicaps—spoken English and the printed word—it is suggested to begin with spoken French immediately after the brief introduction mentioned above, the teacher pronouncing the whole sentence and the class repeating it several times, first in chorus and later singly or in small groups. Speaking in concert is very important, especially in the beginning. The shy student will greatly benefit from that and will gain confidence much faster than otherwise. But, what should constitute the first sentences to be spoken, practiced, and their meaning being understood by all students? It is rather simple and yet, there is a most pleasant surprise in store for every member of the class. The following symbols are written on the blackboard, pronounced by the teacher and repeated by the students:

$$\begin{array}{l} 1+1=2; \\ 2+2=4; \\ \text{etc.} \end{array}$$

$$\begin{array}{l} 12-1=11; \\ 11-2=9; \\ \text{etc.} \end{array}$$

$$\begin{array}{l} 2 \times 2 = 4; \\ 3 \times 2 = 6; \\ \text{etc.} \end{array}$$

$$\begin{array}{l} 20 \div 2 = 10; \\ 40 \div 2 = 20; \\ \text{etc.} \end{array}$$

Each problem constitutes a complete sentence, and all four groups of exer-

cises in arithmetic furnish the basis of a considerable amount of pronunciation. Without seeing the printed word, the student not only learns how to pronounce and master the numbers from 1 to 12, from 20 to 100, and the words "et, font, moins, fois, divisé par, combien," but he already knows how to speak in sentences, asking questions and answering them in French.

The first assignment consists of repeating all that was done in class and in practicing it. Later, the numbers from 13 to 1000 and further are added and various exercises are continued with "Les nombres cardinaux, ordinaux." Then the alphabet is mastered and continuous emphasis is laid on the key vowels "a, e, i, u, the diphthongs eu, oeu, oi, the consonants that cause some difficulties like "g, h, j, q, r," and on nasal sounds.

Exercises with cardinal and ordinal numbers as well as with fractions are spread over a period of at least two weeks, of course, if the class meets only three or five times a week. In addition to this, all or most of the following can be accomplished during that time: mastery of the days of the week, the names of the month, the seasons and statements and questions like these: "60 secondes font une minute, 60 minutes font une heure; combien d'heures font un jour?" etc., furthermore, dialogues about greeting, the weather, the time, etc. Constant drill is most essential. While this is generally connected with tedious labor, here it becomes fascinating, in plain English—fun. Students of all ages have been found very eager and responsive. They soon realize and actually feel the progress they are making.

Grammar is introduced after a certain fundamental vocabulary has been mastered and is always based strictly on material already covered. The following points suggest themselves: the verbs "être" and "avoir," the indefinite and definite article, the present tense of a number of verbs, possessive adjectives, nouns and adjectives, and some idioms with "avoir, plaire, faire," etc.

From about the third meeting on, oral spelling is used extensively starting with the names of the students and adhering to a uniform pattern, e.g.: "Je m'appelle Montfaucon: M—majuscule, o, n, t—f, a, u—c, o, n." Special care is taken to spell according to syllables. Later, difficult words are not only spelled but also written on the blackboard, however, not until they have been used in sentences and understood orally.

The method of questions and answers as well as the use of synonyms, antonyms, explanations, action, etc. is continued throughout the course. Dialogues must first be memorized and may later be varied according to individual taste, thus opening up the vast field of extemporaneous conversation.

Description of pictures is another welcome way of enlarging the vocabulary and of facilitating speaking and understanding. Here again, chorus work and group work will serve admirably, especially at the start. A little more difficult but also very effective in becoming fluent in a language is

dramatization. It holds the interest of the students, stimulates them and arouses in them a desire for wholesome competition. All these devices aid in acquiring a feeling for the language.

Lessons are arranged according to topics, e.g. "Nombres et fractions, date, salutation, montre, famille, occupations et métier, à la gare, au restaurant, au théâtre, à la campagne," etc. Speaking in concert or in two groups is practiced continuously; later, students speak in pairs, at first simultaneously and finally two or three in front of the class. The other members serve as critics in regard to text as well as pronunciation, presentation, etc.

Other means that have proven successful for many years also play an important part, e.g. proverbs, puns, poems, and songs. Not without reason do we say: Singing is beautiful Speaking. A typical daily assignment written on the blackboard and copied by every student runs somewhat like this: "Pour demain nous allons parler des saisons, repasser le dialogue 'le temps' et commencer la 7^e leçon (à haute voix toujours!)."

The problem of testing is considerably simplified, for at first, only oral examinations are being given which take little time. One way of doing it could be as follows: while all are discussing their work in pairs or in groups of three each, the teacher goes through the class asking every member several key questions. With dialogues he can test two or three students at once while the others continue their conversation and thus utilize the time to the fullest. Certain mistakes will occur rather frequently and serve for general discussion and accompanying drill. Written tests consist of dictation, answering oral questions, reports, descriptions, writing of dialogues already mastered, and finally of free compositions.

At regular intervals and in connection with reviews, those points of Grammar are being discussed that have occurred and need special attention. This is naturally done in the foreign language and includes all necessary terms such as "le présent, le passé composé, l'article," etc.

Students taught in this manner use the new language not just a few minutes in class, but for about half the period or even longer and, as they are required to do their assignments aloud, they actually use it several hours a day and thus are becoming—little by little—bilingual, in a limited sense, of course. Since they possess the power of reasoning and can apply their will, they have a great advantage over the child who often has been considered a model in the acquisition of a language, but who generally learns by imitation and repetition only.

It is a known fact that such a method of teaching a foreign language makes reading for comprehension a pleasure and less difficult than continuous translation which could be left to special courses and to satisfying certain professional requirements. In a summary, the following points of the approach suggested should stand out:

1. Exclusion of the spoken vernacular in the classroom.
2. A lengthy start with general mathematics stressing pronunciation.
3. Dividing the text into topics of everyday life and using such cultural material as feasible.
4. Emphasis on dialogues, on group work and chorus work.
5. Building up a vocabulary by associations.
6. Studying Grammar functionally.
7. Learning the foreign language primarily through the ear.

The value of a method is usually measured by its success. Students have been found to accomplish more than formerly. They also rated better on standardized examinations of the cooperative type which, incidently, do not yet make provisions for testing oral facility although they are widely used in high schools as well as in colleges and universities.

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Realia Found in Certain Spanish Textbooks Used in Massachusetts' High Schools

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(Author's summary.—This study aims to discover what realia concerning Hispanic culture are found in several Spanish textbooks frequently used in high school classes. The character of these realia determines what supplementary material needs to be presented in class so as to offer a balanced picture of Hispanic culture.)

IT IS usually conceded that one of the objectives in studying foreign languages is the acquisition of knowledge about the culture in which the language is used. The source, quantity, and quality of this knowledge are, as a consequence, matters of interest. The typical high school course depends in large measure upon a text or texts, so the present inquiry is directed toward discovering what realia concerning Hispanic culture are found in text books commonly used in instruction in Spanish.

According to the reports of teachers in Spanish in forty city high schools in the state of Massachusetts, a variety of a hundred and ten books is being used in these schools by first-, second-, third-, and fourth-year Spanish classes. Most of these texts are used in only one school. Books reported in use in seven or more schools were chosen for the purpose of making a realia count of the items they contained dealing with Spain and Spanish-America. Following is a list of these textbooks with indications as to the type of text each one is, the number of schools in which each was reported in use, and the various years in which teachers use it.

TABLE I
SEVEN FREQUENTLY USED SPANISH TEXTBOOKS

Text and Author*	Type of text	Number of schools using it	Years in which it is used
<i>First Spanish Course</i> —Hills, Ford, & Rivera	Grammar & Reader	15	I, II, III
<i>Primer curso de español</i> —Pittaro & Green	Grammar & Reader	12	I, II
<i>Cuentos contados</i> —Pittaro & Green	Reader	11	I, II
<i>Beginners' Spanish</i> —Pittaro & Green	Grammar & Reader	10	I, II
<i>El Capitán Veneno</i> —Alarcón	Novel	9	II, III, IV
<i>Segundo curso de español</i> —Pittaro & Green	Grammar & Reader	7	II, III
<i>Marianela</i> —Pérez Galdós	Novel	7	II, III, IV

* Publishers and dates of publications of these textbooks follow in order: (1) *First Spanish Course*—Hills, Ford & Rivera. Boston: D. C. Heath & Co., 1941. (2) *Primer curso de español*—Pittaro & Green. Boston: D. C. Heath & Co., 1938. (3) *Cuentos contados*—Pittaro & Green. Boston: D. C. Heath & Co., 1925. (4) *Beginners' Spanish*—Pittaro & Green. Boston: D. C. Heath & Co., 1932. (5) *El Capitán Veneno*—Pedro Antonio de Alarcón; ed. by Ford & Rivera. New York, Chicago, and London: D. C. Heath & Co., 1925. (6) *Segundo curso de español*—Pittaro & Green. Boston: D. C. Heath & Co., 1939. (7) *Marianela*—Pérez Galdós; ed. by Geddes & Palamountain. Boston: D. C. Heath & Co., 1923.

The numerical count of Hispanic realia in these Spanish textbooks was made according to the technique used in studies of the cultural content in French and Spanish instruction for the American and Canadian Committees of Modern Languages.¹ This technique consists of the classification of each reference to Hispanic culture contained in a text under a subject heading and also under a type heading, i.e., whether it is an allusion, description, exposition, mention, picture, or statement. There were forty-seven subject classifications used, and some of the decisions about the placement of an item in this or that category had to be arbitrary. For example an exposition might include both geography and climate and consequently deserve classification as either or both. In order to check the reliability of such a subjective analysis, two tabulations were made at different times of *Marianela* and *El Capitán Veneno*, and these show negligible variations. The total number of cultural items found in each of these two books differs from the totals in Mr. Van Horne's tabulations of these books² because the editions examined now are more recent ones, and these revised editions contain more editorial matter concerning culture. In regard to these two books, it must be understood that a numerical count of realia shows neither Alarcón's sense of humor and literary power in the creation of characters nor the human values in Galdós' novel.

Following is a summary table of the more detailed tabulations which were made of the cultural references contained in the seven books analyzed in this study. As it was stated before, in these more specific tabulations, forty-seven subject headings were used for classifying the cultural items. By putting together subject headings that were related to each other, it was possible to make the present table containing eleven main subject headings. References to art, building, architecture, interior decoration, monuments, and theatre were summarized under "Art." Under "Economy" were classified the items concerning commerce, custom, duty, tariff, finance, industry (including processed agricultural products), weights, and measurements. References to agriculture, climate, flora, fauna, geography, nature, and products were put together as "Geography." Items referring to language, literature, library, and newspapers were classified under "Language and Literature." Material concerning education, institutions, law, military administration, politics, government, and religion were summarized under the heading of "Social Institutions." References to burials, dress, clothing, food, drink, marriage, customs, and recreation were tabulated under the subject heading of "Social Life and Customs." Items in regard to legends were put together with reference to history and philosophy under the heading of "History and Philosophy." The other four categories of items in the

¹ *Studies in Modern Language Teaching*, Publication of the American and Canadian Committees on Modern Languages. (New York, 1930). Volume 17, pp. 223-277, 279-324, 325-363.

² *Op. cit.*, p. 333, p. 340.

table presented here are self explanatory as to the items classified under each of them.

TABLE II

REALIA COUNT OF SPANISH TEXTS MOST FREQUENTLY USED*

Categories	First Spanish course	Primer curso de español	Cuentos contados	Begin- ner's Spanish	El Capitán Veneno	Segundo curso de español	Mari- anela
Arms & Heraldry	3	4	1	5	3	5	2
Art	4	121	21	58	19	188	15
City Plans & Transportation	5	40	11	12	15	54	1
Economy	8	27	7	12	0	47	10
Geography	42	231	51	188	25	346	71
History & Philosophy	32	84	13	63	32	202	6
Language & Literature	32	44	10	56	37	139	82
Science	0	1	0	1	2	10	1
Social Conditions	1	1	6	2	0	4	8
Social Institutions	9	43	16	25	37	99	52
Social Life & Customs	21	124	24	30	41	101	45
TOTALS	157	720	160	452	211	1,195	293

* The table should be read that in the book, *First Spanish Course*, there were three references to Arms & Heraldry, four to Art, etc.

From this table, it is obvious that among the different textbooks there are extremely wide variations as to the emphasis given to the cultural objective, and the aspects of Hispanic culture emphasized in each book. Among books designed for the same level, some have several times as many realia as others. There are differences also in presenting realia, for only Spanish is used in one of the grammar and reader texts analyzed in this study, but in the three other texts of this type, both Spanish and English are used.

The following table shows the cultural content of the *lecturas* in four of the grammar and reader textbooks. Each of the *lecturas* was classified according to its topic, whether it concerned Spain, Spanish-America, or whether it had no particular cultural reference. This last type of *lectura* was considered as neutral.

TABLE III

CULTURAL CONTENT OF THE LECTURAS IN FOUR GRAMMAR AND READER TEXTBOOKS TEXT

Number of Lecturas Concerning

	Spain	Spanish- America	Neutral	Totals
First Spanish course	13	7	30	50
Primer curso de español	17	10	72	99
Beginner's Spanish	19	7	41	67
Segundo curso de español	34	7	0	41

All of these texts are more concerned with Spain, but they give some attention to Spanish-America. With one exception, all of them contain a large number of neutral *lecturas*. In order to promote the student's acquaintance with Spanish and Spanish-American cultures as well as his knowledge and practice of the Spanish language, it would seem desirable to give more significance to the readings in Spanish.

A realia count would not be complete without a statement of the types or forms of the cultural items tabulated. The following table shows the distribution of these in these textbooks.

TABLE IV
EVALUATION OF CULTURAL ITEMS FOUND IN THE SEVEN TEXTBOOKS

Classification	<i>First Spanish Course</i>	<i>Primer curso de español</i>	<i>Cuentos contados</i>	<i>Begin- ner's Spanish</i>	<i>El Capitán Veneno</i>	<i>Segundo curso de español</i>	<i>Mari- anela</i>
Allusions	15	130	37	48	36	209	91
Descriptions	1	14	9	3	6	16	21
Expositions	25	83	0	25	18	125	28
Mentions	44	160	14	123	107	305	109
Pictures	35	81	59	36	10	152	1
Statements	37	252	41	217	34	388	43
TOTALS	157	720	160	452	211	1,195	293

It seems reasonable to believe that the allusions and mentions in elementary texts will not carry much significance to pupils unless they are expanded by teachers. Consequently the descriptions, expositions and statements ought to receive more weight in determining the choice of a book than the number of allusions and mentions. Without any particular evidence, it also seems probable that good pictures, adequately explained, should also be valued highly.

After counting and classifying the realia in a textbook, the teacher may discover the need of supplementing her classes with appropriate additional material. Generally one text tends to emphasize one subject more than others. Sometimes, the items tabulated under a certain subject heading are mostly mentions or allusions. In order that the students may have a well balanced and meaningful view, the teacher needs to provide his students with suitable additional realia and help them with adequate explanations. The additional material should vary according to the particular text used. A text which contains much material on Spain and little on Spanish-America needs different supplementary material from one which has the converse. Similarly, it is desirable to balance the emphasis given to the different subjects treated in the texts. "Social Conditions," for example, seems to be underemphasized in all of the texts analyzed in the present study.

As a means of obtaining bibliographies and supplementary materials of all sorts at a minimum cost and little trouble, the teacher may utilize to advantage the aid of such government agencies as the Division of Inter-American Education of the United States Office of Education, the Pan-American Union, and the Office of the Coordinator of Inter-American Affairs. The teachers will find an analysis of their textbooks of great value in determining the weak and strong points of their cultural content so as to decide what supplementary realia may be needed. Carefully planned class discussions with clear goals of instruction will help to provide the students with a significant Hispanic background and thus further their interest in this culture.

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

English-German Vocabulary

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A PARTIAL list of words that have the same or similar forms in both languages. Words which have identical (or practically identical) pronunciation are in CAPITAL LETTERS. Words that are very nearly identical are *italicized*. Note that these changes occur frequently: *s* becomes *sch*, *th* becomes *d*, *p* becomes *pf*, *ch* becomes *k*, *v* becomes *b*, etc.

(This explicit evidence and reminder of English-German language kinship should be welcome to many of our undergraduates who, in studying German, fail to take quick and full advantage of word-parallels. It should also be of service to high-school students anticipating German in the pursuit of higher degrees, by helping to prepare and clarify their thinking upon the subject. And it is plainly of value, besides, to all others who are interested in linguistic facts and relationships.

A. M. WITHERS, Concord College, Athens, W. Va.

<i>Parts of the Body</i>			
ARM	der ARM	cousin	{der Kusun
artery	die Ader	daughter	{die Kusine
beard	der Bart	father	die Tochter
bladder	die Blase		der Vater
blood	das Blut	friend	{der Freund
breast	die Brust		{die Freundin
bust	die Büste	man (the)	der Mann
chin	das Kinn	mother	die Mutter
ear	das Ohr	poet	der Poet
elbow	der Ellenbogen	policeman	der Polizist
fat	das Fett	PRINCE	der PRINZ
finger	der Finger	princess	die Prinzessin
foot	der Fuss	race (of men)	die Rasse
gall	die Galle	slave	{der Sklave
grimace	die Grimasse		{die Sklavin
hand	die Hand	smith	der Schmied
heart	das Herz	son	der Sohn
knee	das Knie	thief	der Dieb
knuckle	der Knöchel	uncle	der Onkel
lip	die Lippe	watchman	der Wächter
liver	die Leber		
lung	die Lunge	<i>Food and Drink</i>	
muscle	die Muskel	banquet	das Bankett
neck	der Nacken	BEER	das BIER
nerve	der Nerv	bread	das Brod
nose	die Nase	butter	die Butter
pore	die Pore	capers	die Kapern
side	die Seite	chocolate	die Schokolade
sweat	der Schweiss	cigar	die Zigarre
tongue	die Zunge	cigarette	die Zigarette
vein	die Vene	cocoa	der Kakao
wrinkle	die Runzel	coffee	der Kaffee
		CORN	das KORN
<i>Relations, People, etc.</i>		feast	das Fest
aunt	die Tante	fruit	die Frucht
brother	der Bruder	grog	der Grog
		honey	der Honig

lemonade
maize
margarine
meal, (a)
milk
pepper
RICE
salad
salt
soup
sugar
tea
tobacco
truffles
water
wine

die Limonade
der Mais
die Margarine (*der Butter*)
das Mahl
die Milch
der Pfeffer
der REIS
der Salat
das Salz
die Suppe
der Zucker
der Tee
der Tabak
die Trüffeln
das Wasser
der Wein

Natural Objects, Elements, etc.

acre
aluminum
ashes
coal
cold
coke
copper
earth
field
fire
flame
forest
FORM
frost
furrow
glass
gold
grass
ground
heat
ICE
land
light
magnet
moon
ocean
oil
paper
planet
plaster
quicksilver
RUST
sand
sea
silver
snow
star
stone
stream
sun
sunshine
warmth

der Acker
das Aluminium
die Asche
die Kohle
die Kälte
der Koke
das Kupfer
die Erde
das Feld
das Feuer
die Flamme
der Forst
die FORM
der Frost
die Furche
das Glas
das Gold
das Gras
der Grund
die Hitze
das EIS
das Land
das Licht
der Magnet
der Mond
der Ozean
das Öl
das Papier
der Planet
das Pflaster
das Quecksilber
der ROST
der Sand
die See
das Silber
der Schnee
der Stern
der Stein
der Strom
die Sonne
der Sonnenschein
die Wärme

Animal Kingdom, etc.

BEAR
beast
bee
BUCK

der BÄR
die Bestie
die Biene
der BOCK

buffalo
canary
carp
cat
cobra
cow
crab
dog (cf. hound)
elephant
falcon
finch
FISH
fly
fox
giraffe
hen
herd
herring
hoof
HORN
hyena
insect
jaguar
lamb
lark
leopard
LOUSE
MOUSE
nightingale
owl
ox
oyster
rat
raven
snipe
SOW
sparrow
steer
swallow
swan
swarm
swine
tiger
thrush
udder
wasp
whale
wildcat
wolf
worm

der Büffel
der Kanarienvogel
der Karpfen
die Katze
die Kobra
die Kuh
der Krebs
der Hund
der Elefant
der Falke
der Fink
der FISCH
die Fliege
der Fuchs
die Giraffe
das Huhn
die Herde
der Hering
der Huf
das HORN
die Hyäne
das Insekt
der Jaguar
das Lamm
die Lerche
der Leopard
die LAUS
die MAUS
die Nachtigall
die Eule
der Ochse
die Auster
die Ratte
der Rabe
die Schnepfe
die SAU
der Sperling
der Stier
die Schwalbe
der Schwan
der Schwarm
die Schweine
der Tiger
die Drossel
das Euter
die Wespe
der Wal
die Wildkatze
der Wolf
der Wurm

Fruits, Textiles, etc.

apple
apricot
asbestos
berry
cotton

feather
flax
fruit
hay
hazelnut
leather
linen
melon

der Apfel
die Aprikose
das Asbest
die Beere
das Kattun (die Baum-
wolle)
die Feder
der Flachs
die Frucht
das Heu
die Haselnuss
das Leder
das Leinen
die Melone

nut	die Nuss	stitch	der Stich
orange	die Orange	wagon	der Wagen
pecan	die Pekane		
plum	die Pflaume		
satin	der Satin	admiral	Aboard Ship der Admiral
shell	die Schale	ALARM	der ALARM
walnut	die Walnuss	barometer	das Barometer
wool	die Wolle	BOAT	das BOOT
	<i>Clothing, etc.</i>	breze	die Brise
blouse	die Bluse	buoy	die Boje
cap	{ die Kappe	cabin	die Kabine
cravat	{ die Mütze	captain	der Kapitän
FROCK (coat)	die Kravatte	compass	der Kompass
hat	der FRACK	cook	der Koch
jacket	der Hut	course	der Kurs
mantle	die Jacke	DECK	das DECK
parasol	der Mantel	flag	die Flagge
RING	{ der Parasol	fleet	die Flotte
SHOE	{ der Sonnenschirm	horizon	der Horizont
sole (shoe)	der RING	hurricane	der Orkan
stick	der SCHUH	iceberg	der Eisberg
vest	die Sohle	leak	das Leck
	der Stock	line	die Leine
	die Veste	mast	der Mast
		middle	die Mitte
	<i>School, etc.</i>	officer	der Offizier
book	das Buch	radio	das Radio
chapel	die Kapelle	regatta	die Regatta
class	die Klasse	rudder	das Ruder
college	das Kollegium	ship	das Schiff
course	der Kursus	signal	das Signal
examination	das Examen	steward	der Steward
gymnasium	das Gymnasium	storm	der Sturm
hall	die Halle	warning	die Warnung
laboratory	das Laboratorium	wind	der Wind
lesson	die Lektion	wreck	das Wrack
professor	der Professor	yacht	die Yacht
scholar	der Schüler		
SEMESTER	das SEMESTER	blue	Colors blau
student	{ der Student	BROWN	braun
studies	{ die Studentin	carmine	Karmin
term	die Studien	gray	grau
toilet	das Termin	GREEN	GRÜN
university	die Toilette	rose	rosa
	die Universität	violet	violett
		white	weiss
	<i>Implements, Tools, etc.</i>		
axe	die Axt		
card	die Karte	army	Military, etc. die Armee
file	die Feile	artillery	die Artillerie
flask	die Flasche	attack	{ die Attacke
hammer	der Hammer	automobile	{ der Angriff
hook	der Haken	banner	das Automobil
ladder	die Leiter	bayonet	das Banner
lamp	die Lampe	bivouac	das Bayonet
locomotive	die Lokomotive		{ das Bivouac
machine	die Maschine		{ das Feldlager
needle	die Nadel		{ der Bugler
oven	der Ofen	bugler	{ der Trompeter
platter	die Platte	cannon	die Kannonne
plough	der Pflug	captain	{ der Kapitän
ROLLER	der ROLLER	cavalry	{ der Hauptmann
saw	die Säge	chaplain	die Kavallerie
shovel	die Schaufel		der Kaplan

command	das Kommando
commander	der Kommandant
company	die Kompanie
CORPS	das KORPS
cross	das Kreuz
drum	die Trommel
<i>fife</i>	die Feife
garrison	die Garnison
general	der General
grave	das Grab
grenade	die Granate
infantry	die Infanterie
lance	die Lanze
lieutenant	der Leutnant
major	der Major
march	der Marsch
marshal	der Marschall
medal	die Medaille
militia	die Miliz
mine	die Mine
musket	die Muskete
officer	der Offizier
pistol	die Pistole
post	der Posten
revolver	der Revolver
sabre	der Säbel
sergeant	{ der Sergeant der Feldwebel der Unteroffizier
shield	der Schild
soldier	der Soldat
spear	der Speer
squadron	die Schwadron
sword	das Schwert
wound	die Wunde

Musical Instruments, etc.

alto	die Altstimme
aria	die Arie
bass	der Bass
bugle	{ das Bügel die Trompete
CELLO	das CELLO
choir	der Chor
chorus	der Chor
clarinet	die Klarinette
composer	der Komponist
concert	das Konzert
cornet	die Kornette
director	der Dirigent
drum	die Trommel
duet	das Duett
<i>fife</i>	die Feife
flute	die Flöte
harmony	die Harmonie
harp	die Harfe
HORN	das HORN
instrument	das Instrument
manuscript	das Manuskript
melody	die Melodie
music	die Musik
notes	die Noten
oboe	das Obo
opera	die Oper
opera house	das Opernhaus

orchestra	das Orchester
organ	{ die Orgel das Harmonium
overture	das Ouvertüre
pause	die Pause
piano	{ das Piano das Klavier
<i>piccolo</i>	das Pikkolo
quartette	das Quartet
solo	das Solo
soloist	{ der Soloist die Soloistan der Sopran
soprano	{ die Sopranstimme die Simfonie der Tenor
<i>symphony</i>	das TRIO
tenor	die Trompete
TRIO	die Viola
trumpet	{ die Violine die Geige
viola	der Virtuose
violin	
virtuoso	

Medicine, Illness, etc.

alcohol	der Alkohol
bath	das Bad
bed	das Bett
capsule	die Kapsule
cramp	der Krampf
cure	die Kur
doctor	{ der Doktor der Arzt
ether	der Aether
fever	das Fieber
hospital	das Spital
interne	der Interne
medicine	{ die Medizin die Arznei
operation	die Operation
pill	die Pille
salve	die Salbe

House, Buildings, etc.

bath	das Bad
bed	das Bett
casino	das Kasino
cell	die Zelle
cellar	der Keller
chamber	die Kammer
chimney	der Kamin
divan	der Divan
factory	die Fabrik
FOYER	das FOYER
garden	der Garten
guest	der Gast
hearth	der Herd
home	das Heim
HOTEL	das HOTEL
HOUSE	das HAUS
kitchen	die Küche
mill	die Mühle
NEST	das NEST
opera-house	das Opernhaus
plan	der Plan
post	der Pfosten

salon	der Salon	president	der Präsident
sofa	das Sofa	secretary	der Sekretär
theatre	das Theater	senator	der Senator
veranda	die Veranda	vice-president	der Vicepräsident
vestibule	das Vestibul		
	<i>Jewels</i>		<i>Finance</i>
amethyst	der Amethyst	bank	die Bank
diamond	der Diamant	cashier	der Kassirer
garnet	der Granat	capital	das Kapital
opal	der Opal	capitalist	der Kapitalist
pearl	die Perle	to mint	münzen
ruby	der Rubin		
	<i>Religion, Church, etc.</i>		<i>Emotions</i>
altar	der Altar	anger	{der Aerger
angel	der Engel		{der Zorn
Bible	die Bibel	courage	{die Courage
book	das Buch		{der Mut
chancel	die Kanzel	feeling	das Gefühl
chapel	die Kapelle	goodness	die Güte
chapter	das Kapitel	haste	die Hast
church	die Kirche	hate	der Hass
cleric	der Klerik	jealousy	{die Jalousie
cross	das Kreuz		{die Eifersucht
God	der Gott	love	die Liebe
hymn	die Hymne	mildness	die Milde
organ	die Orgel	shame	die Scham
priest	der Priester	wonder	das Wunder
religion	die Religion		
verse	der Vers		<i>Time, etc.</i>
word	das Wort	April	April
	<i>Flowers, Trees, etc.</i>	August	August
ash	die Esche	day	der Tag
aspen	die Espe	December	Dezember
birch	die Birke	Easter	Ostern
BUSH	der BUSCH	end	das Ende
cedar	die Zeder	February	Februar
cypress	die Zypresse	Friday	der Freitag
forget-me-not	das Vergissmeinnicht	January	Januar
lily	die Lilie	June	Juni
oak	die Eiche	July	Juli
plant	die Pflanze	March	März
rose	die Rose	May	Mai
violet	das Veilchen	middle	die Mitte
	<i>Places, etc.</i>	minute	die Minute
casino	das Kasino	Monday	der Montag
coast	die Küste	month	der Monat
depot	das Depot	New Year	das Neujahr
HOTEL	das HOTEL	NOVEMBER	NOVEMBER
PARK	der PARK	OCTOBER	OKTOBER
restaurant	das Restaurant	second	die Sekunde
role	die Rolle	September	September
station	die Station	summer	der Sommer
strand	der Strand	Sunday	der Sonntag
theatre	das Theater	winter	der Winter
	<i>Officials, etc.</i>	year	das Jahr
chancellor	der Kanzler		<i>Prepositions</i>
governor	der Gouverneur	by	{bei
militia	die Miliz	IN	{an
police	die Polizei	to	IN
		with	{zu
			{an
			mit

and	<i>Conjunctions</i>	thin	dünn
or	und	thirsty	durstig
	oder	warm	warm
	<i>Adverbs</i>		<i>Verbs</i>
before	{ bevor	angle	angeln
	{ ehe	bake	backen
out	{ voran	bind	binden
over	{ aus	bite	beissen
under	{ ober	break	{ brechen
	{ über		{ zerbrechen
	unter	climb	klettern
	<i>Adjectives</i>	come	kommen
BEST	BEST	cook	kochen
better	besser	cool	kühlen
BITTER	BITTER	crash	krachen
blind	blind	creep	kriechen
brave	{ brav	crow	krähen
	{ tapfer	deposit	deponiren
broad	breit	drink	trinken
clear	klar	drive	{ treiben
complete	komplett	(drive horses)	{ lenken
complicated	kompliziert	fall	fallen
cold	kalt	fear	fürchten
cool	kühl	feel	fühlen
crooked	krumm	fish	fischen
deep	tief	flee	fliehen
double	doppelt	fold	falten
earnest	ernst	freeze	frieren
even	eben	gargle	gurgeln
fast (tight)	fest	glide	gleiten
fat	fett	glimmer	glimmern
flat	flach	glow	glühen
FOUL	FAUL	greet	grüssen
free	frei	grin	grinsen
fresh	frisch	grunt	grunzen
full	voll	hack	hacken
good	gut	hammer	hammern
grim	grimmig	hang	hängen
hairy	haarig	hasten	{ hasten
hard	hart		{ eilen
hasty	hastig	hear	hören
hollow	hohl	help	helfen
hungry	hungrig	hinder	hindern
lame	lahm	hold	halten
light (weight)	leicht	hope	hoffen
long	lang	howl	heulen
loud	laut	hunger	hungern
middle	mittel	kiss	küssen
mild	mild	laugh	lachen
new	neu	lead	leiten
old	alt	lean	lehnen
private	privat	learn	lernen
rich	reich	lick	lecken
rough	rauh	lie	liegen
round	rund	lisp	lispeln
sharp	scharf	march	marschieren
SHRILL	SCHRILL	meow	miauen
small (narrow)	schmal	mix	{ mischen
SOUR	SAUER		{ vermischen
STILL	STILL	plant	pflanzen
strict	streng	polish	poliren
thick	dick	press	{ pressen
			{ drücken

<i>rhyme</i>	<i>reimen</i>
<i>ride</i>	<i>reiten</i>
<i>rob</i>	<i>rauben</i>
<i>roll</i>	<i>rollen</i>
<i>rub</i>	<i>reiben</i>
<i>run</i>	{ <i>rennen</i>
	<i>laufen</i>
<i>saw</i>	<i>sägen</i>
<i>scold</i>	<i>schelten</i>
<i>screw</i>	<i>schrauben</i>
<i>see</i>	<i>sehen</i>
<i>seek</i>	<i>suchen</i>
<i>sharpen</i>	<i>schärfen</i>
<i>shine</i>	<i>scheinen</i>
<i>shovel</i>	<i>schaufeln</i>
<i>shriek</i>	<i>schreien</i>
<i>sin</i>	<i>sündigen</i>
<i>sing</i>	<i>singen</i>
<i>sit</i>	<i>sitzen</i>
<i>slip</i>	<i>schlüpfen</i>
<i>slumber</i>	<i>schlummern</i>
<i>smear</i>	<i>schmieren</i>
<i>sneeze</i>	<i>niesen</i>
<i>snore</i>	<i>schnarchen</i>
<i>snuff</i>	<i>schnupfen</i>
<i>snuffle</i>	<i>schnüffeln</i>
<i>spring</i>	<i>springen</i>
<i>steer</i>	<i>steuern</i>
<i>stem (from)</i>	<i>stammen</i>
<i>strike (out)</i>	<i>streichen</i>
<i>study</i>	<i>studieren</i>
<i>swell</i>	<i>schwellen</i>
<i>swing</i>	<i>schwingen</i>
<i>thirst</i>	<i>dürsten</i>
<i>thresh</i>	<i>dreschen</i>
<i>wake</i>	<i>erwachen</i>
<i>warm</i>	{ <i>wärmen</i>
	<i>erwärmen</i>
<i>warn</i>	<i>warnen</i>
<i>watch</i>	<i>wachen</i>
<i>wind</i>	<i>winden</i>
<i>wring</i>	<i>ringen</i>

Words derived from the Greek

The great majority of these have the same

general form in English and German.

astronomy	die Astronomie
barometer	das Barometer
philosopher	der Philosoph
philosophy	{die Philosophie
	<i>die filosofie</i>
telegram	das Telegram
telegraph	der Telegraf
telephone	{das Telefon
	<i>der Fernsprecher</i>
telescope	das Teleskop
thermometer	das Thermometer
etc.	u.s.w.

This is also true of most technical words; names of sciences:

botany	die Botanik
chemistry	die Chemie
engineer	der Ingenieur
mathematics	die Mathematik
physics	die Physik
professor	der Professor
stenography	{die Stenographie
etc.	<i>die Stenografie</i>
	u.s.w.

Many words ending in "sion" and "tion" have the same form.

ammunitions}	die Munition
munitions }	
audition	die Audition
portion	die Portion
position	die Position
profession	die Profession
provision	die Provision
etc.	u.s.w.

The termination "ism" becomes "ismus."

Bolshevism	der Bolschewismus
Catholicism	der Katholizismus
communism	der Kommunismus
Protestantism	der Protestantismus
etc.	u.s.w.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

Test of Aural and Oral Aptitude for Foreign Language Study

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(In the absence of means for testing aural and oral aptitude, there follow suggested ways in which this might be accomplished. At this time such a test could possibly help in selecting the students for the aural-oral type of training.)

AS FAR as we are aware there is not available at the present time any test which tries to evaluate a student's aptitude to speak and understand a foreign language; present aptitude tests bear on grammatical and reading ability. The test outlined below attempts to discover the student's aptitude in the oral and aural fields. It could, conceivably, have been valuable at the time the Army was choosing candidates for its Language and Area courses; its worth now might be in those classes where speaking and understanding are given equal stress with other linguistic factors.

It is recognized that what is offered is the desideratum, not always the practicable. Only items 1, 2, 3, and 4 can be administered en masse; certain parts (1, 2, 3, 4, and 7) of the test can be recorded for group and individual administration. On the other hand item 6 which calls for an audiometer test is recognition that acuity of hearing has some bearing on a student's success, but not often will it be possible to give such a test. Items 5, on general reading fluency; 6, the audiometer test; 7, the ability to reproduce sound; and 8, the application of rules of pronunciation to unknown material would require individual testing, and in the case of 7 and 8 an examiner or examiners competent in the languages of the test. The use of Italian, which is here purely arbitrary, would nullify the examination for a student acquainted with that language; parallel tests would have to be developed. It was, however, thought desirable to present all the items now and leave the question of practicability until later.

Although the entire examination tests oral-aural facility, it should be noted that, in the main, parts 5, 7, and 8 test speaking ability; parts 2, 4, and 6, hearing ability; and parts 1 and 3, ability to understand. There are additional factors in some of these items; for example, in 8, there is a purely mental process in applying rules of pronunciation to unknown material.

No attempt has been made to weight the various parts and obviously general scholastic ability should count heavily, for a student who is alert intellectually usually offers compensation for defects in other phases of language study. The test has already been used experimentally but not with large enough numbers to form conclusions.

This test covers:

1. Inference understanding.
2. Sound differentiation.
3. Assimilation and understanding of vocabulary in sentences.
4. Vowel timbre.
5. Word fluency.
6. General hearing.
7. Ability to mimic.
8. Transfer of rules of pronunciation to unknown material.

1.

Inference understanding

This item aims to test the ability of the student to comprehend sentences of simple content in a foreign language with which the student is not familiar but whose examples have a reasonable similarity to English. The sentences are read twice and the student writes an English translation:

Examples:

1. Il leone è un animale coraggioso.
2. Un senatore è nominato per un lungo periodo.
3. Il coraggio è una qualità eccellente.
4. L'armata americana è composta di milioni di soldati.
5. Maria scrive con penna e inchiostro.
6. Carlo riceve uno zero.
7. Vittorio Emanuele rischiò tutto per l'indipendenza italiana.
8. La popolazione di Roma è di quattro cento mila.
9. In settembre le truppe italiane, dopo breve resistenza, entrarono in Roma.
10. Napoleone rispettò le conseguenze della libera manifestazione del voto popolare, ma domandò in compenso la Savoia.

2.

Sound differentiation

It is important for accurate comprehension to differentiate sounds in almost identical contexts (singulars and plurals, tense endings, etc.). A group of three or more words is read, followed by a second group of three or more words. One word of the second group is slightly different from its parallel in the first group. The student writes the number of the word in the second group which differs. He must count mentally as each word is being pronounced separately with marked pause.

Examples:

- | | |
|--------------------|----------------------|
| 1. madre zio padre | 2. bianco nero verde |
| madre zia padre | bianco nero verdi |

- | | |
|--|---------------------------------|
| 3. il cognome dell'alunno | 4. mille otto cento venticinque |
| il cognome dell'alunna | mille otto cento trentacinque |
| 5. l'allievo sta imparando il francese | |
| l'allieva sta imparando il francese | |

3.

Assimilation and understanding of vocabulary in sentences

The student listens to a list of words which are pronounced twice for him and translated each time. For example:

1. papale	papal	6. onori	honors
2. ricevè	received	7. corte	court
3. alla	at the	8. vi	there
4. gli	the	9. tutti	all
5. presentato	presented	10. egli	he

The following sentence is then read twice for the student to translate in writing:

Presentato alla corte papale, egli vi ricevè tutti gli onori.

4.

Test of vowel timbre

On a recording are heard the vowel sounds in column III, spoken twice. The student marks in column II the number of the word in column I which contains that sound. He should first familiarize himself with the sound, then select the English word which contains it. In the example below column II has been filled in.

I	II	III (I.P.A. symbols)
1. father	1. (3)	1. e
2. machine	2. (2)	2. i
3. late	3. (8)	3. æ
4. book	4. (9)	4. ʌ
5. moon	5. (5)	5. u
6. let	6. (7)	6. ɔ
7. bought	7. (6)	7. ε
8. cat	8. (4)	8. ʊ
9. much	9. (10)	9. ɪ
10. sit	10. (1)	10. a

5.

Word fluency

This item consists of reading a passage of English prose of slightly more than average difficulty in order to test general fluency. The student is expected to read this at average speed and with normal accuracy. Error is

marked when there is mispronunciation, stumbling over words, and noticeable slowness.

Example: Phonetic change affects not letters but articulations which alone constitute linguistic reality. One usually uses the word *letters* in formulating phonetic laws, but that is only for ease of expression. By this word one must understand *articulations*. Thus, it can be said that in French, at a certain date, *s* between two vowels became *z*; this is not, properly speaking, an indication of the condition of the phenomenon but a definition of the articulation; for an intervocalic *s* is a different articulation from an initial *s* or an *s* before a consonant.

Translated from *Traité de phonétique*—M. Grammont

6.

General hearing

This is the audiometer test.

7.

Ability to mimic

Each of a number of short phrases in several modern foreign languages is repeated twice by the examiner on record. The student then repeats the phrase as accurately as he can. Sufficient pause is allowed on the record for the student to speak. A competent committee of language teachers may grade each student individually, comparing notes afterward.

Examples:

- | | |
|-------------------------------|-----------------------------|
| 1. Fa bello oggi. | 5. La maison est neuve. |
| 2. Grazie, signore. | 6. Il fait du soleil. |
| 3. Le foglie degli alberi. | 7. Voici le travail. |
| 4. La porta è chiusa. | 8. Un beau printemps. |
| 9. El hombre es viejo. | 13. Ich bin müde. |
| 10. Escribo los ejercicios. | 14. Das Pferd ist schön. |
| 11. Un vaso de agua. | 15. Achtzig Jahre alt. |
| 12. Estudio la lección. | 16. Das Mädchen war hübsch. |
| 17. A gente brasileira. | |
| 18. Você é muito amavel. | |
| 19. Êle mora na casa branca. | |
| 20. Tem alface no seu jardim? | |

The above phrases were not chosen at random but contain characteristic sounds of each language represented and possess wide phonetic variety. Fifty distinctly different sounds are included in addition to the glottal stop.

8.

Transfer of rules of pronunciation to unknown material

Having learned the general rules of pronunciation in a given language, the student must possess the ability to transfer this knowledge to new words whose pronunciation follows the same rules. For example: In the following proverb,

pronounce <i>g</i>	and <i>gi</i> both as the <i>j</i>	in <i>judge</i> ,
pronounce <i>cch</i>	as <i>k</i>	in <i>kill</i> ,
pronounce <i>i</i>	as <i>i</i>	in <i>machine</i> ,
pronounce <i>e</i>	as <i>e</i>	in <i>let</i> ,
pronounce <i>a</i>	as <i>a</i>	in <i>father</i> ,
pronounce <i>o</i>	as <i>ou</i>	in <i>bought</i> ,
pronounce <i>u</i>	as <i>oo</i>	in <i>moon</i> .

After studying the following proverb for one minute in the light of the above rules, read it aloud:

Chi ride in gioventù piange in vecchiaia.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"

"FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"

• Notes and News •

EXCERPTS FROM EDPRESS NEWS LETTER

Exchange of students and professors

The end of hostilities has brightened chances for a bill designed to expand the interchange of "persons, knowledge and skills" between European, Asiatic and American countries.

Since 1939, the U.S.A. has carried on a limited interchange of teachers, and technical experts with Latin American countries. A bill now before Congress (H.R. 3835), introduced by Rep. Sol Bloom of New York, would authorize such exchanges with China, Great Britain, Soviet Russia and other United Nations.

The program would be under State Department control.

FIRST STEPS TO IMPROVEMENT

U. S. Commissioner of Education John W. Studebaker has taken the first steps to strengthen the Office of Education with the \$100,000 fund allotted him by Congress for that purpose.

Without undertaking any new types of services, Commissioner Studebaker is adding new personnel to services customarily carried on by his Office.

"In developing the improvements," Dr. Studebaker says, "special attention has been given to the need for strengthening the fields of elementary and secondary education."

So far Dr. Studebaker has announced only 4 permanent directors of newly set-up divisions. They are: Dr. Bess Goodykoontz, who will be director of the division of elementary education, in addition to her duties as Assistant Commissioner; Fred J. Kelly, who will be director of the division of higher education; J. C. Wright, who retains the title of assistant commissioner for vocational education, despite a plan to change that title to director; and Henry F. Alves, who will be director of (an apparently newly-conceived) division of surplus property.

Directors for the divisions of secondary education, school administration, international educational relations and central office services are now being recruited through the U. S. Service Commission.

WASHINGTON NOTES TO TEACHERS

Teachers of English: In the newly-reopened, Nazi-purged schools in Vienna, English is a compulsory foreign language.

"Winston Churchill's endorsement of Basic English has probably hurt the study of English in Latin America by giving a political slant to what after all is a cultural instrumentality. It suggests 'master race' ideas."—Henry Grattan Doyle, George Washington University.

FRENCH SCHOOLS NEED YOUR HELP

Many French schools have been destroyed. Many school children are still in desperate need of help. Winter is fast approaching. Now is the time to act to relieve acute suffering. This can be done through the excellent plan worked out by the "Save the Children Foundation," 1 Madison Avenue, New York 10, N. Y. Their program, under the able direction of Howard E. Kershner of Quaker Relief fame, has the endorsement of leading American educators. Under it, public and private schools and colleges or classes of students or groups of interested persons or single individuals may adopt a French school and thus contribute to its rehabilitation. The "Save the Children Foundation" has the facilities for sending food and clothing to the needy

children and for helping in the reconstruction of the schools themselves. What it needs is your interest and support. You may adopt schools on the following basis:

- A. A small school of about 30 students for \$12.50 per month (\$150 a year)
- B. A medium-size school for \$21.50 per month (\$250 a year)
- C. A lycée or collège for \$42 per month (\$500 a year)

Groups and individuals will receive photographs of the schools they adopt and will be kept regularly informed as to fund distribution and progress.

The French Ministry of Education has just sent the "Save the Children Foundation" the names of 461 schools "particulièrement éprouvées" that need immediate help. If we *act now* we can help these schools before winter sets in.

All contributions and requests for additional information should be sent directly to: "Save the Children Foundation," French Section, 1 Madison Avenue, New York 10, N. Y. (Telephone: LExington 2-5034).

AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES

The Institute of International Education, 2 West 45th St., New York 19, N. Y. has released the following requirements for eligibility for Fellowships at French Universities:

A candidate must

1. be a citizen of the United States and American born or of American parentage, and be between 20 and 30 years of age.
2. at the time of applying, be a graduate of a college or university of recognized standing or of a professional school requiring three years of study for a degree.
3. be of good moral character and intellectual ability, and possess qualities of leadership.
4. present a certificate of good health.
5. possess ability to do independent study and research.
6. have a practical ability to use French books, both in general subjects and in his own special field, and be able to speak French and understand lectures delivered in French.

(Daniel Girard, Director, AATF Bureau, Teachers College, Columbia University, New York 27, N. Y.)

FRENCH STUDY ENGLISH

Paris Language Classes Full—Dictionaries Lacking

If there is one thing harder to learn in Paris than English, it is French.

Classes in both languages at the better known schools have long been filled and vacancies are purely a matter of chance. A determined student intent on self-teaching is not much better off, since there is not a dictionary to be had.

The French feel at a disadvantage in language tilts with American soldiers, since most Americans, it is said, seem to understand French and do not express themselves badly. Parisians are losing no time in learning their languages.

Announcements

GOOD LUCK TO *WORD*, A NEW PERIODICAL

The Linguistic Circle of New York announces the publication of the first number of its journal, *Word*, which will appear three times a year.

Word presents problems and view points in the various branches of linguistic science, theoretical and applied, general and specialized, historical and descriptive. It fosters the study of language in its different functions, and in its relations to social, cultural and psychological phenomena.

Word offers articles, reviews of new publications, and notes and comments on activities in the field of language and allied fields in America and elsewhere.

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ATTENTION—TEACHERS OF PORTUGUESE

The SOCIETY OF FRIENDS OF BRAZIL, founded under the sponsorship of the Hispanic Institute in the United States, Columbia University, where it has its headquarters, is an organization devoted to the advancement of cultural relations and mutual understanding between the people of Brazil and the American people and to the fostering of the studies of Brazilian and Portuguese civilization, language and literature in this country. The SOCIETY plans to develop the library holdings regarding Brazil and Portugal as well as the Luso-Brazilian section of the Reference Bibliography and Cultural Archives of the Institute (newspaper and magazine clippings, photographic files, lantern slides, phonograph record collection, etc.). Among other activities the SOCIETY will organize lectures, recitals, exhibitions, etc., on various aspects of Brazil's life and developments. The SOCIETY OF FRIENDS OF BRAZIL encourages the formation of chapters outside of New York.

Membership in the SOCIETY is open to every person or institution interested in any phase of Brazilian civilization and life.

ATTENTION—TEACHERS OF FRENCH

We have received a letter from Dr. William A. Miller, Director of the Syracuse University Press, raising the question as to the demand that exists for copies of *Cotgrave's Dictionarie of the French and English Tongues*, published in 1611. The Syracuse University Press would like to bring out an offset edition of this work if scholars in the field and libraries have a need for this particular work. Preliminary estimates indicate that a well-bound offset copy of the Dictionary can be provided for not to exceed \$10.00, if a reasonable number of sales can be anticipated. The Director of the Syracuse University Press would be pleased to hear from all persons who are interested in seeing this project undertaken. Address: Syracuse University Press, 920 Irving Avenue, Syracuse 10, New York.

Reviews

SELL, LEWIS L., *University and Collegiate Syllabus for the Formation of the Professional Polyglot Technician*. International Dictionary Company, N. Y., 1945, 70 pages.

The author, a Columbia Ph.D. from the field of Classical Languages, has devoted the greater part of his life to the compilation of technical dictionaries and the translation of technical documents. Two of his technical dictionaries are McGraw-Hill publications. With this background, he has made a keen analysis of the language needs of the technical world, and presents his findings in this brief work.

It is his contention that what has been accomplished in his chosen field up to now is, to put it mildly, inadequate. Patents, catalogs, business letters and advertising material are mis-translated; incorrect directions are sent out with machinery destined for foreign lands; supposedly reliable technical dictionaries are replete with inaccuracies; and the smooth course of American industry and business abroad is being checked at every step by the lack of proper lexical tools and properly trained translators.

How correct is the picture he paints? This reviewer can only point to an example in his own experience. I was once requested to translate a banking document from Italian into English. Since both these tongues are native to me, and I have done innumerable translations from the one into the other, I confidently accepted. When faced with the document, I suddenly realized that my knowledge of technical banking terms in the two languages with which I was most familiar was practically nil. Every specialized field has its own vocabulary, and it is not enough to speak, read and write a language fluently to be able to understand and translate such a specialized vocabulary. Rather than attempt a translation which would necessarily have been inaccurate, I preferred to avow my ignorance and let the firm seek another and better equipped translator.

Dr. Sell's remedy for the state of confusion existing in the technical translation field is the creation of a new course of study, designed to prepare technical translators and to give technicians and engineers who expect to work in foreign fields a thorough knowledge of one, two or three foreign languages, with particular reference to the specialized vocabulary of their chosen profession.

This curriculum would include, for example, the complete study of aeronautical engineering, coupled with technical-language courses in French, Spanish and Portuguese, plus some general linguistics and phonetics, and a certain number of sociological and historical courses having a bearing on the development and practice of aeronautics; or, to take a second example, the study of automotive engineering, plus two languages, studied with particular reference to automotive terminology, plus sociological and historical courses. Bachelor's, Master's and even doctoral degrees would be conferred in "Technical Lexicography."

In its practical applications, this syllabus keeps pace with enlightened modern trends in the language field. It could perhaps be described as a further step in specialization, following in the wake of the Area-Language programs which the Army Specialized Training Program first created and with which many progressive universities are now experimenting. It is a daring, yet well-planned bid for close collaboration among the three main divisions of higher study—the humanities, as represented by foreign languages; the social sciences, as represented by sociology, anthropology and history; and the physical sciences, as represented by the various branches of technology and engineering. There seems to be no good reason why those universities which are well equipped in the three fields should not view the project with favor and undertake to put it into experimental operation.

The part of the author's thesis which lends itself to more serious controversy is his claim that the curriculum in question will not merely lead to more efficient technology and lexicography, but also to better international understanding, the cessation of war, and the creation of a true spirit of world peace and brotherhood.

Critics will point out that wars arise not only between nations speaking different tongues and therefore unable to understand each other, but also among and within nations of the same speech, where the excuse of linguistic misunderstanding does not hold. It seems as though something more than the limited linguistic understanding brought about by the "polyglot technician" is needed—that rather indefinable something called "the will to peace."

On the other hand, Dr. Sell presents an excellent case when he claims that technical ability divorced from idealistic principles and the knowledge of other peoples is one of the best-known instruments of war and destruction. It is perhaps only by training our technical specialists to become humanitarian idealists and internationally conscious linguists that we can turn the potentially all-destructive forces of modern science into constructive channels leading to a better civilization and increased human welfare.

Descending from the theoretical spheres of world relations into the everyday atmosphere of practical affairs, there is no doubt that the same precision which characterizes scientific production ought to characterize what we might call the international transfer of that production. Nor is there any doubt that Dr. Sell's syllabus opens up new and entrancing fields to the language-teaching profession. It was only a few years ago that some of our greatest Eastern colleges banned languages altogether from their schools of technology. This was ill-advised. If present trends mean anything, the modern technician is going to need languages far more in the future than he has in the past.

It was narrow-mindedness and lack of vision that prompted some heads of technical schools to abolish languages. The same qualities were unfortunately displayed by some of our own language-teaching leaders when the question came up of making languages serve more directly useful and practical purposes than the old literary-cultural curriculum had called for. Area and Language studies and courses in practical linguistics were particularly opposed by some of our more retrogressively minded scholars. It is to be expected that they will join forces with the anti-language men in the technical fields for the purpose of rejecting all collaboration between languages and technology.

But the world marches on. The logic of events will prove in the course of years (not very many) that the post-war world demands of our educational institutions certain reforms, certain forms of collaboration among the hitherto water-tight compartments in order that those same institutions may fit themselves into reality and survive. The adoption of some such syllabus as the one offered by Dr. Sell will be, in final analysis, a matter of historical inevitability.

MARIO A. PEI

Columbia University
New York, N. Y.

TURNBULL, ELEANOR L. and SALINAS, PEDRO, *Contemporary Spanish Poetry (Selections from Ten Spanish Poets)*. Pp. 401+XIII. Baltimore: Johns Hopkins University Press, 1945. Price, \$3.50.

This is not Miss Turnbull's first contribution to an understanding of Spanish poetry and poets. Too much cannot be said in praise of her excellent work in this field, a field that has been cultivated all too little. She has been most fortunate in obtaining the cooperation of another real poet and student. Besides the part of the book dedicated to Professor Salinas' own poetry, his *Personal Reminiscences of the Poets*, pp. 1-17 (translated pp. 18-35), which are pages of great prose poetry, add much to the volume.

It is difficult, even for a poet, to appreciate poetry to the full, and all the more so poetical translations of great poetry. Only a few indications can be listed in the pages reserved for this review.

Miss Turnbull, whose translations show her to be a poet in her own right, has not used one single method. She has at times tried to make a translation very literal, even to holding to the same form, rhyme scheme and meter. At other times she has chosen, wisely we think, to concentrate on an interpretation of the spirit. At times she attains both goals. To mention a few of the translations that have appealed to me, which does not mean I limit Miss Turnbull's success in any way, I shall have to be quite subjective.

It seems that the interpretation of *Descubrimiento*, pp. 48-49, is one of the best. Here the length of the lines, the simplicity of vocabulary, and the fidelity of the idea are remarkably paralleled in the two languages. This has meant a certain freedom in the translation, but this has been all to the good. The same can be said for the translation, or rather interpretation of *Impulso*, pp. 58-59, although in this latter the English cannot be compressed adequately in the short Spanish line.

Of the many other very happy translations, I was personally greatly moved by the poem on pp. 84-85 *¡Ay!, cuántas cosas perdidas!* For those who do not have a copy of the book at hand, I should like to copy the translation of a few lines:

¡Ay!, cuántas cosas perdidas
que no se perdieron nunca.
Todas las guardabas tú.

Menudos granos de tiempo,
que un día se llevó el aire.
Alfabetos de la espuma,
que un día se llevó el mar.
Yo por perdidos los daba.
etc.

How many lost things there were
that were never lost!
You were keeping them all.

The tiny sands of time
that one day the wind bore away.
The alphabets of foam
that one day the sea bore away.
I gave them up for lost.
etc.

A little less felicitous are the following, again from a purely subjective point of view:

Pp. 190-191, *Romance de la Guardia Civil española* (ll. 13-16)

Pasan, si quieren pasar,
y ocultan en la cabeza
una vaga astronomía
de pistolas inconcretas.

They pass, if pass they will
and hidden in their noodles
is a misty astronomy
of immaterial pistols.

My doubt is that the English word "noodles" is entirely justified.

In ll. 1, 2, pp. 214-215, I am not sure that the rendering of the definite article literally to English is justified:

La guitarra
hace llorar a los sueños . . .

The guitar
makes the dreams weep.

" . . . makes our dreams weep," might get the spirit just as well without the lost feeling that the English indefinite article seems to give.

A third question came to me immediately as I read the first two lines of García Lorca's *La Lola*, pp. 216-217:

Bajo el naranjo, lava
pañales de algodón.

Beneath the orange tree,
she cleanses clothes of cotton.

In justice to Miss Turnbull I might say that I have asked a number of persons to make a good, faithful and poetical translation, without any satisfaction. *Pañales*, which appears in song and poetry in Spanish, has no good poetical equivalent in English. With further reference to this gem of Lorca's poetry, I should like to add that Miss Turnbull has given us here a near perfect interpretation. It is probably for this very reason that I have objected to the first two lines.

Simply to help the publisher in the next printing of this volume, I give the following typographical errors:

- p. 60, l. 10 *par* ought to be *para*
- p. 68, ll. 1-2-3, *¿Cuando . . . ?* ought to be *¿Cuándo . . . ?* (three times)
- p. 71, l. 21, *Porto Rico* ought to be *Puerto Rico* (Official spelling)
- p. 112, l. 9, *las noche* ought to be *la noche*

(several places) Angel ought to be Ángel (usual practice of omitting accent mark on upper case letters). See also p. 299 note *Ámbito* and l. 8 of same page without written accent)

- p. 164, l. 8, *pallilos* ought to be *palillos*
- p. 196, l. 5, *dejandos* ought to be *dejando*
- p. 218, l. 4, *Cunado* ought to be *Cuando*
- p. 300, l. 3, *sentire* ought to be *sentir*

To end this short review, I should like to call the attention of the reader to the excellent translation of *El viento de septiembre entre los chopos* pp. 346-349. Again Miss Turnbull has demonstrated her ability to get into the spirit of the poet. Suffice it to copy the last four lines:

Altas Sombras mortales:	Deep mortal shadows: life,
Vida, afán, canto, cedo.	Longing, I sing, I yield.
Quiero anegar mi espíritu	I would submerge my spirit
Hecho gloria amarilla.	Made a glory of yellow.

The Johns Hopkins University Press is to be congratulated on the publication of this book, which being unique in its presentation of the younger generation of Spanish poets, ought to be in all libraries, and on the shelves of all students of Spanish.

JAMES O. SWAIN

University of Tennessee
Knoxville, Tennessee

WOOLEY, ELMER OTTO, *Studies in Theodor Storm*. Indiana University Publications. Humanities Series No. 10. Bloomington, Indiana. Paper. Price, \$1.00.

Professor Wooley has prepared a large biographical work on Theodor Storm, but disturbed world conditions have caused its publication to be indefinitely postponed. The present collection of studies has therefore been printed in order to put in the hands of admirers of Storm the new material which Professor Wooley has gathered in the course of many years of study.

The first of the nine chapters of the *Studies* contains the complete correspondence between Storm and Bertha von Buchan. (The name, incidentally, appears in correct spelling for the first time in Storm literature.) The publication of this correspondence with Professor Wooley's running account of the affair, brings welcome documentation of the biographical background of *Immensee* and of some of the early poems.

The second chapter, containing notes on the life of Storm, offers a large number of items of incidental intelligence and gives definitive answers to many questions of detail which have been mooted in previous biographical works or on which incorrect information has been given; such questions as: How many brothers and sisters did Storm have? Where did Storm live during his residence in Potsdam? What was Storm's economic situation during the years of "exile?" When did his brother Otto arrive in Heiligenstadt? Exactly when did Storm return to Husum, on March 12, or March 15, 1864? What were the dates and the duration of Storm's infatuation with Doris Jensen, and when, after Storm's marriage with Doris, did his children cease to call her "Tante Do" and begin to call her "Mama?" Is the traditional harsh judgment of the English governess of Storm's children justified? Thorough familiarity with a large mass

of details such as these is indispensable to the biographer and, when incorporated in the running narrative of a biography, they add life and color and authenticity to the work, but when one reads these apparently random and disjointed notes, thus given without commentary or interpretation, many of them give the reader a distorted impression of triviality. This is one of several reasons why one regrets that Professor Wooley could not see his way clear to publish the entire biography. In the form in which we have them here, most of these notes will be useful only as footnotes or addenda to earlier biographies.

Likewise the third chapter of the *Studies*, consisting of notes on Storm's writings, will serve as addenda to the editions of Köster and Böhme. In it the dates of a number of poems and stories are established, Storm's part in the *Liederbuch dreier Freunde* is authentically determined, the periods of Storm's poetry are delineated (to Constanze, 1844-46, 1850-63, 1867-75; to Doris, 1847-49, 1881-83; the patriotic poems, 1848-53, and 1863-64), the similarities between a portion of *Pole Poppenspäler* and of Keller's *Der grüne Heinrich* is briefly discussed, and the scene of *Aquis Submersus* is fixed.

The fourth chapter, "Was Theodor Storm Religious?" is a carefully documented attempt to "trace the steps that lead from Storm's early notions of religion up to the religious ideas of his old age." It contains a large number of citations of Storm's references to religious matters, (including even his use of the conventional phrase "so Gott will.") There are no startling revelations in this chapter and the final conclusion is the same as that which has been reached by other biographers, namely, that Storm believed in God, that Christian morality was the guide and norm of conduct of his life, but that toward the specific Christian doctrines of revelation, atonement, salvation, and immortality he took a negative attitude. Professor Wooley has done a service to students of Storm by bringing together all of the evidence bearing on this subject. The question now presents itself: What were the literary consequences, if any, of Storm's skepticism, and particularly of his struggle to come to terms with the problem of personal immortality? It is a question which has not been adequately treated and one which lies beyond the scope of these *Studies*.

Chapter V gives the dates and places of first publication of all of the poems and Chapter VI gives the dates of origin of the "datable poems." Chapter VII gives a complete alphabetical reference list of characters in the Novellen, and Chapter VIII a list of persons associated with Storm, together with essential data on each. The final chapter consists of the most complete biography of Storm yet published, containing 486 items, critically annotated and evaluated. Students of Storm owe Professor Wooley a debt of gratitude for this painstaking and thorough piece of work.

The book contains twenty-one illustrations of persons and places associated with Storm.

JOHN W. KURT

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ALEGRÍA, CIRO, *El mundo es ancho y ajeno*. Edited with an introduction, notes, and a vocabulary by Gerald E. Wade and Walter E. Stiefel. New York: F. S. Crofts and Co., 1945. Cloth. xxv, 220 pp. Price, \$1.75.

Ciro Alegria's third and most famous novel should be well known by now to North Americans, and it deserves a place in any Spanish course seriously interested in presenting a true picture of South American Indian life. Alegria is widely recognized as the leading *indianista* among contemporary novelists, and the present novel won first prize in 1941 in the annual Latin American novel contest sponsored by the Pan American Union and Farrar and Rinehart. It tells a sombre, unforgettable story of an Indian village struggling to preserve its land and its way of life against the encroachments of the land-greedy white men.

The original text is more than five hundred pages in length, and at first glance it would seem a hopeless task to reduce it to the proper length for classroom use. But the novel is not closely knit in plot; it is a loose interweaving of many individual stories of life in the commu-

nity, and the editors have made a most skillful selection of episodes, which heightens the interest without reducing noticeably the value of the novel as a work of art or as a social document.

Professor Wade's excellent introduction and the thorough and expert annotations of both editors add much to the usefulness of the edition; the publishers are to be congratulated on an unusually attractive job of printing and binding. *El mundo es ancho y ajeno* should rank high among the masterpieces of Spanish American literature now available for use in third-year courses in school or in fourth- or fifth-semester courses in college.

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BROWNING, ELIZABETH BARRETT, *Sonnets from the Portuguese*. Avec une traduction en vers français et une introduction par André Maurois. Limited Edition. Pp. 133. New York: Brentano's, 1944.

Taking advantage "of some long journeys and of a rather melancholy solitude," André Maurois has translated Elizabeth Barrett Browning's *Sonnets from the Portuguese* into French verse. The result is an admirable French rendering of one of the most famous of English sonnet-sequences. A Publisher's Note by Robert Tenger tells us that this translation is the first work entirely in verse by André Maurois and, save for a few short poems in *Les Silences du Colonel Bramble*, his only verse. It is by no means, however, the work of a novice, and we find in M. Maurois's writing of verse the grace and felicity we have learned to expect in his prose.

From the translator's Introduction to the Publisher's Note at the end, this volume is bilingual. The French text is on the left-hand page, the English on the right. In the Introduction, M. Maurois reviews briefly the story of Elizabeth Barrett's life, of her elopement with Robert Browning, and of her writing the love-poems to her husband which she thought of calling "Sonnets Translated from the Bosnian," but which he titled "Sonnets from the Portuguese." The prose of the Introduction is always deft and often pointed with wit. "Mr. Barrett had rented 50 Wimpole Street, in London, a comfortable and sinister house." Robert Browning "was stuffed with the most extraordinary knowledge learned in the history of the most unknown periods, of the most unknown peoples, an expert in cabalistic law, in theology, in philosophy, but withal inspired and passionate: a volcano."

M. Maurois has not attempted to give an exact translation of either the form or the wording of the original sonnets. While writing strictly within the boundaries of the sonnet-form, he not infrequently changes the rime-scheme of the sextet, turning, for example, the *c d c d c d* of the second sonnet into three couplets. The translation of the thought sometimes avoids or changes the literal meaning, but always retains the spirit. Note, by way of illustration, the translation of the last few lines of the sixth sonnet, quoted below. M. Maurois has suppressed Mrs. Browning's metaphor of the wine and the grapes and has taken other liberties with the exact phrasing, but has communicated her essential meaning with no loss of poetic power:

What I do

And what I dream include thee, as the wine
Must taste of its own grapes. And when I sue
God for myself, He hears that name of thine,
And sees within my eyes, the tears of two.

Tu fais partie

De ma chair, de mon rêve, et lorsque je prie Dieu
C'est ton nom qu'il entend, comme Il voit dans mes yeux
Les larmes de tes yeux et ta vie dans ma vie.

After the lean years of war-time book-making, it may be especially worth noting that this limited edition of *Sonnets from the Portuguese* is beautifully printed on excellent paper with handsome margins. M. Maurois's translation is worthy of the format.

THOMAS CLARK POLLOCK

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MONTPETIT, EDOUARD, *Souvenirs—Vers la vie* (Vol. 1). Editions del L'Arbre, Montréal, Canada, 1944.

There is no one in French-speaking Canada who commands greater respect, admiration and affection than M. Edouard Montpetit, officially known as the Secrétaire général (Dean) of the University of Montreal and unofficially recognized as the Dean of French Canadian letters.

His career has been a fruitful one. He has published many books, all of which are surprisingly readable although they deal with subjects, such as economics and political science, which usually strike the layman as rather forbidding. Also, as the first and very distinguished incumbent of the Chair of Political Economy, when this study was introduced in the program of the Ecole des Hautes Etudes Commerciales in Montreal, early in this century, he has trained most of the teachers who are now active in this field in the province of Quebec. Finally, on countless occasions, he has represented French-speaking Canada abroad, notably in Paris where he was Exchange Professor at the Sorbonne, in the United States and, of course, in the English speaking provinces of the Dominion. It is easy to understand, therefore, that his memoirs, the first volume of which appeared late in 1944, should have been awaited with feelings of genuine interest and anticipation.

This first volume carries as a sub-title *Vers la vie*. One third of the book is devoted to an exquisite but much too brief account of his boyhood in Montmagny, Beauharnois and Montreal. In the remaining two thirds, M. Montpetit tells of the years which he spent in Paris as a student while preparing himself for the professorship which awaited him at home.

The very divisions into which *Souvenirs* fall appear to us to be characteristic of Quebec. Autobiographies and memoirs are scarce there, and the few that have appeared are distinguished by their authors' reluctance to dwell on themselves. On the other hand, France, and especially Paris, the Mecca of intellectuals the world over, quite naturally exerts a very special attraction for French Canadians, and M. Montpetit relives lovingly his intellectual youth in Paris. With a naturalness which never deserts him he notes the sensations of a French Canadian when he first finds himself in France "et non plus loin de la France." "Nous vivons," he writes, "la vie que nous avons connue à travers les livres, nous lisons la revue et le journal le jour où ils paraissent et non plus vieux de dix ou quinze jours; tout cela est grisant et fort beau, mais cela nous oblige aussi à un effort pour ne pas paraître trop étrangers et nous assimiler le plus vite possible au monde nouveau." While the process of adapting themselves to French life is less difficult for French Canadians than it is for other foreigners, yet it is more complicated. At least, it requires more subtle adjustments. Their problem is precisely the same as that which faces a New Englander or an English-speaking Canadian when he first lands in England, or Ibero-Americans when they arrive in Madrid or Lisbon.

Unquestionably, the most valuable and the most timely part of this section of M. Montpetit's memoirs is the one in which he describes the climate of the Ecole Libre des Sciences Politiques and the ideas with which the founders of that school were preoccupied. Our chief criticism of M. Montpetit's book is that more space is not devoted to this aspect of his Paris sojourn and less to his cultural experiences. These, while they possess a certain nostalgic appeal are, notwithstanding, far less original and far less interesting than the work in which he was actually engaged.

A confirmed classicist once described M. Montpetit as a literary man who lost his way under the spell of the social sciences. Another way of defining him might be: an imaginative

pioneer in an untilled but promising field in which he did not feel quite at home. Whichever he may be, his memoirs show clearly that the pull between literature and the then new social sciences was one which he felt strongly.

To those who prefer delicate and unaffected shadings and nuances to harsh colors and confusingly strident generalizations, M. Montpetit's autobiography will be welcome. All who are interested in the peculiar development which European civilizations have undergone in America will await the next instalment of *Souvenirs* with impatience. It is hoped that they will give us some information concerning the precise way in which French social studies influenced the intellectual scene in Quebec.

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HOOKE, MALCOLM K. and MILLER, META H., *French Review Grammar*. Henry Holt and Co., 1945, pp. 262. Price \$1.75.

Any college teacher who gives a French composition course will be grateful to Professors Hooke and Miller for their preparation of this review grammar. The subject is quite adequately covered, and the arrangement of material is especially interesting and convenient. Too many review grammars present subject matter in exactly the same order as that found in the first-year books, and thereby give the student the impression of a monotonous repetition of material which he has already studied. This *French Review Grammar* takes up several different points in the same lesson and helps solve the problem of how to teach *all* of the language from the first day. In Chapter One, for example, one finds a discussion of the present tense, the future, the subjunctive after *jusqu'à ce que* and *avant que*, and the indefinite pronoun *quelqu'un*.

The first thirteen chapters include ten clear-cut uses of the subjunctive (along with other subjects—the partitive, personal pronouns, *falloir*, *devoir*, etc.), and the fourteenth chapter is a review of the uses of the subjunctive studied so far. The following chapters contain a discussion of the more complicated aspects of the subjunctive as well as the uses of common prepositions, verbs, and nouns.

The supplementary grammatical notes and the appendix (which contains lists of irregular adjectives, numerals and their pronunciation, verbs, etc.) are sufficiently complete to make this a reference grammar as well as a class text. Any teacher will be delighted with the number and variety of idioms, sentences for translation, and drill exercises found in each lesson. This book would be especially useful for the grammar review which precedes a composition course, and it could be used as a supplement to the connected discourse of English texts of the composition course itself.

The proof-reading has been carefully done, and the use of heavy type helps to emphasize and classify certain constructions. The authors have given the French as well as the English names of the tenses. One could wish that they had given the French equivalents for other grammatical terms. *Le futur* appears in the first lesson, but the French for "subjunctive" is missing. Had the French terms been included, the college student would be able to review his grammar in French and so advance one step nearer the goal of really knowing a foreign language. However, the material is so well organized and so clearly presented that the student must acquire from this book a feeling for language as a means of expression.

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AUBRAY, OCTAVE, *Le Roi de Rome*. A. Fayard & Cie, 1932. 390 pp.

This biography of the Roi de Rome belongs to the Canadian reprints (Les Editions

Variétés) which became necessary as we could not get—for obvious reasons—certain standard books from France. It is easy to understand why the Canadian French publishers reprinted Duhamel, Gide, Claudel, or Roger Martin du Gard; literary quality decided their choice. Aubray's *Roi de Rome* belongs to a second group of reprints; this biography, first published in 1932, translated into English in the same year, must have been such a success and considered to be such a good specimen of its kind that the editor dared this second venture. There are indeed many reasons for believing that he is right. First of all, a life-long occupation with the different Napoleons made Mr. Aubray the right man to do this job. The *Roi de Rome*, furthermore, is well based on facts, and the book is written in such an enticing style that it pleasantly keeps the middle between scholarly work and fiction. Mr. Aubray, however, is no Lytton Strachey; he is even no André Maurois, or Stefan Zweig. We do not overestimate the scholarly, philosophical training and the psychological insight of these recent creators of the *Vies Romancées*. With sentimental topics, however, they are less sentimental in their approach. But there is another point which should be emphasized, as it is in favor of Mr. Aubray. Whenever he lets his hero commit himself in direct speech (the weakest part in fictional biography), the author of this *Roi de Rome* can always honestly present some letter or diary or memoir to prove his second sight. Finally, this biography is up-to-date. Let us add that this book—in spite of a certain bias concerning the Napoleons—may well be used in classes on French civilization to provide them with a romantic, dramatic, vivid, and moving background for the first third of the nineteenth century; it gives the human side of the news.

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BURRISS, ELI E. and CASSON, LIONEL, *Latin and Greek in Current Use*. Prentice-Hall, Inc., New York, 1945, xvi and 286 pages. Price \$2.50.

"This book," the preface informs us, "is the outgrowth of a demand for a course that would subserve the interests of students who, in spite of an indisposition to take formal courses in ancient languages, have a desire to know something of the Greek and Latin elements in their native tongue."

We may well believe that the book will prove helpful in very practical ways to any student who will study it assiduously and will faithfully perform the exercises included in the various lessons. This experience, by making him aware of etymological relationships, should enable him to remember much more easily, and to use with more discriminating correctness many words which the average student (or teacher) might consider "difficult." Yet it may not be irrelevant to suggest that this well-packed and interesting little volume would surely be much *more* interesting, as well as easier and more helpful, to students who have already acquired a real familiarity with Latin and French. Ever so many details in the book, we dare say, will not be long remembered if they have to be painfully memorized as information new and strange, but may be well-nigh unforgettable forever if they give the reader a suddenly illuminating realization of connections between things which he has previously known separately at least to some extent, but which he has never associated together in his mind.

As means of developing a student's vocabulary, and of sharpening his sensitiveness to the fundamental meanings of words, these studies in the classical ancestry of modern language may be very useful indeed. The traditional manner of presenting such information, however, generally leaves in the minds of our high-school (and college) graduates a very unrealistic picture of how our English language actually developed. For instance, the first paragraph of Chapter I of this book begins by informing the reader that English "consists of two main groups of words: (a) Anglo-Saxon words, which are the oldest and the basic words . . . and (b) words borrowed from Greek and Latin, which bulk large in the literature and speech of

cultured people." A little farther on, as examples of "words borrowed from other languages," we find mention, among others, of "cotton from Arabic, *candy* and *lilac* from Persian, *tea* from Chinese. . . ."

Surely the clear implication is that English took its "group b" words directly from Greek and Latin! Actually, of course, the great majority of our "Greek and Latin" words—those which really belong to the living language—simply came into English from French, along with other French words of different ancestry, including the ones just mentioned as having come from "Arabic," "Persian," or "Chinese." Moreover, these French words belong quite as thoroughly to our "basic" *spoken* language as do the "Anglo-Saxon" elements of our vocabulary, and are no peculiar possession of "cultured" people, as *is* the case with the much less "basic" vocabulary which really did come more or less directly, through books and learned scholars, from the ancient tongues.

To be sure, there is casual mention from time to time of a "Latin" word's having come "through the French"—as if French were some kind of short corridor, whereas it was already a fully developed language, and many of its "Latin" words which English "borrowed" had evolved such different significations as to be practically not the "same" words at all. So, from the natural point of view of *our* language, it is rather unrealistic to say that these words "literally" mean what their remote ancestors once signified—something which the words never meant, or had any reason to mean, in *English*.

"With no language," the authors tell us (p. 7), "has English had so long and so close a contact as with Latin." It might be pointed out, however, that the contact was not "close" enough to give our language nearly so many words as have come from French, or nearly such indispensable ones, or to have any effect upon our grammar and syntax even remotely comparable to that which French has unmistakably had. The book does admit (p. 13) concerning one period that "the number of French words adopted . . . was considerable," and that they "include words associated with every phase of life." One of the several books recommended to the student to "have in his possession" (*A History of the English Language*, by Albert C. Baugh) puts it rather more strongly (p. 206): "English, representing an inferior culture, had more to learn from French. . . . The number of French words that poured into English was unbelievably great. There is nothing comparable to it in the previous or subsequent history of the language. . . . The close cultural relations between France and England in all subsequent periods have furnished a constant opportunity for the transfer of words."

The conventional practice, in most books of this sort, is to play up "Greek" and "Latin" sources, and to mention only inconspicuously any relationship between English and French. This manner of treatment is perhaps the result of several things: (1) the fact that the French themselves, from *their* point of view, considered various words as of Greek or Latin origin, (2) the heritage of Renaissance enthusiasm for making our tongue as "classical" as possible, and (3) nineteenth-century British Francophobia and systematic ignoring of French influence, with emphasis on everything "Germanic" or "Anglo-Saxon."* One may indeed suspect the authors of this book of conducting somewhat insidious anti-French propaganda, when they offer as "illustrative sentences" such statements as (p. 198): The French are suffering from a strange variety of Anglomania . . . or "In France . . . xenophobia is general." The way such utterances "date" a textbook might alone suffice to rule them out, apart from other considerations—fairness for instance.

In passing, two remarks may be made about the matter of terminology. For one thing, can't we *ever* get away from the habit of saying "borrowings" or "loan words" for elements that *belong* to our language as deeply, as permanently, and as legitimately as any others? In the second place, since this book is designed for students who wish to avoid "formal courses," we may wonder how they can be expected to feel at home with the technical terms which con-

* See "The Huxley Tradition of Language Study," *Modern Language Journal*, January 1942, page 14.

tinually confront them. For example, an exercise (p. 141) asks them to "distinguish between inceptive verb and frequentative verb." Unless one is preparing to be a linguistic specialist, or unless he has *had* "formal" instruction, why need we go into technical details of this sort?

As was indicated in the beginning, this book contains much interesting and valuable material. For that very reason it has seemed worth while to point out certain things which some teachers may find objectionable.

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DE LA BRUYÈRE, JEAN, *Les Caractères, ou Les Mœurs de ce Siècle*. Montreal, Les Editions Variétés, 1944. Price, \$1.25. PP. \$1.35.

La Bruyère failed of satisfying advancement in a worldly sense. But he must have found almost complete consolation for this failure in the conception and composition of *Les Caractères*.

Observe his words: "Personne presque, par la disposition de son esprit, de son cœur, et de sa fortune, n'est en état de se livrer au plaisir que donne la perfection d'un ouvrage"; and again, "L'orateur et l'écrivain ne sauraient vaincre la joie qu'ils ont d'être applaudis." It is the fascination he experienced in fondling ideas, and in giving them appropriate formulation (comparable to that of the graduate student mulling over his thesis, or of the foreign-language teacher-expert piling up objectives and methods until they reach the stars) that is plainly the principal secret of his great literary success, while it explains also in large part the occasional weak spots in his work. His mental involvement in the pleasures of elaboration led to the seizing of every slightest clue conjured up by imagination and observation, and thus some of his paragraphs, though unfailingly, by power of language, "softly lucent as a rounded moon," might well, as banal or *recherché*, have been left for lesser writers to develop. But these are not sufficiently numerous to be cause for serious quarrel.

Maxims and reflections "of great pith and moment," the picturings of universal and eternal human traits, always appeal to thoughtful persons, those who would really like to see themselves (at least in a measure) as others see them; and when the author of such is masterfully attentive to all the elements of style, including infinite care for variety and unexpectedness (with flashes of genuine humor), many features are assembled for the making of a work that is, to say much in unpretentious words, soundly readable. This reviewer is glad to have renewed acquaintance with La Bruyère.

Without being too facetious, it may be said that *Les Caractères* should be "must" reading for committees of the AAUP about to investigate alleged violations of academic tenure. One may substitute for "Les Grands," as La Bruyère knew them, the meritless administrators lifted to power by politics, business, or "Prussianism," and enjoying proprietary private rights and privileges in what should be public institutions; and for the 17th-century French suppliants crowding the gates of preferment and "burning to be great," the many faculty members whose dubious depositions are to be placed on the record. The advantages, for those who "never felt a wound," of learning from the experiences of one of the keenest observers of the possibilities in human behavior, under conditions involving the interplay of every kind of self-interest, become at once apparent.

Unfortunately, in thinking of the Macmillan and Heath texts of selections from *Les Caractères*, published some forty years ago, we cannot agree that "learning hath gained most by those books by which the printers have lost," for the chances are that these particular well-meant but neglected volumes have enriched students' minds as little as they have swelled the publishers' incomes. College students relish a little of that which makes them concentrate their thinking, but are easily surfeited. Corneille, Racine, and Molière provide the stimulus of excellent plot; but even they, as we know, seldom move the undergraduate. How much less than La Bruyère, La Rochefoucauld, Pascal, or Montaigne!

The professor will, however, find it an occasional relaxation (for himself) to take to class a copy of *Les Caractères*, and from it dictate short and concise reflections. After all the dots are on, the T's crossed, and the translation worked out, it is pleasant and informative to hear students' reactions to the thought. Such would seem to be about the only way to exact from them any sort of connected attention to La Bruyère. Indeed I suspect that most of us professors were likewise shy in our younger days in the presence of this master. Although we ought to be willing, even when young, to accept some of our experience ready made, most of us have unconsciously reserved La Bruyère for the comfort of our "crabb'd years," when we, like him, have "borrowed golden opinions from all sorts of people," and have had opportunities to look behind the scenes.

The purpose of this new edition of *Les Caractères* is evidently the patriotic one of bringing a great and distinctive literary work before a larger reading public, by relieving it of some of that physical appearance of austerity that keeps readers consistently away from certain of the classics that conscience tells them they should read, but that they do not read. This book has a pleasant format, with a tough white paper cover, is printed in type sufficiently large and clear, and is therefore extremely easy on the hands and nerves. There is not a note anywhere, and only a 4-page *avant-propos* by René Ristelhueber, with the author's 4-page final preface. La Bruyère's third chapter, *Des Femmes*, is omitted, without explanation. (In order not to antagonize feminine readers?)

In the interests of future printings, the following errors are noted: *servit* for *servit*, p. 16; *mourir* for *mourir*, p. 79; *s'il* for *s'ils*, pp. 81 and 341; *première* for *premières*, p. 89; *à servi* for *a servi*, p. 148; *paris* for *Paris* and *Philipsbourg* for *Philippsbourg*, p. 157; *à droit* for *à droite*, p. 164; *contradictions* for *contradictions*, p. 176; *rendes* for *rendre*, and *d'expérience* for *l'expérience*, p. 215; *repnd* for *repent*, p. 236; *par* for *pas*, p. 247; *qu'il* for *qu'ils*, pp. 261 and 266; *perdre* for *perde*, p. 309; *imence* for *immense*, p. 358.

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TORRES-RIOSECO, ARTURO and MONGUIÓ, LUIS, *Lector hispanoamericano*. Boston: D. C. Heath & Company, 1944. Price, \$1.40

Lector hispanoamericano was designed to provide elementary reading material and at the same time to introduce the beginning student to Spanish and Spanish American culture; its distinguishing feature is that of making the reading lesson function. The subject matter, which consists of sixteen brief selections cast in simple Spanish and using words of high frequency is in the form of sketches on all South American countries, Central America, and Spain—historical, geographical, and cultural aspects. Worthy of mention are the aids which the authors give to facilitate or re-enforce the students' reading. Following each Spanish passage are: (1) a *cuestionario* which affords profitable practice in Spanish conversation; (2) a *repaso gramatical* stressing idiomatic expressions used. The review is brief, but it is at least clear and does furnish a sound basis for further study; (3) a brief poem to memorize, a type of work valuable for the development of an acceptable pronunciation and a feeling for the beauty of Spanish in students; (4) two suggested titles of books in English—for the most part they are English titles of special interest to students desiring a knowledge of Latin American civilization; many are translations from Latin American authors. Also worthy of comment are the 48 excellent photographs that are admirably chosen.

There is little to be said on the negative side. It is this reviewer's opinion that maps of Mexico, Central America, and South America would have added to the value of the text. *Lector hispanoamericano* is remarkably free from typographical errors, of which a certain number occur in any first edition: p. 55, for *Sorní* read: *Storni*; p. 24, the date of publication of Albert B. Franklin's *Ecuador: Portrait of a People* should be changed from 1943 to 1944.

These few points are certainly not serious and by no means do they detract from the excellence of this little volume. Undoubtedly, *Lector hispanoamericano* is destined to win many friends among teachers and students; the authors deserve the greatest praise for their successful attempt to introduce beginning students to Spanish American civilization by way of the Spanish language.

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VÁZQUEZ, ALBERTO, *Cuentos del Sur*. New York: Green and Company. Text, 134 pages, preface, cuestionario, notes and vocabulary. 1944.

These South American stories are replete with the most realistic and varied emotional appeal. There is the upsurge of a new decency in a man who has spent years in planning revenge (*La vuelta del presidario*). Hard, tough living and fighting are found in *El rancho en la montaña* and in *Perseguido*. There is a delightful tenderness in *El potrillo roano*, and the thwarted yearning of bereaved fatherhood in *Aquel hijo*. Pure tragedy marks *Una bofetada*, *A la deriva* and *El hijo*. The only weak story would appear to be the first in the book, *La casa colonial*, which is unconvincing in its effort to depict human reactions to the spirit world. *Historia del hospital* almost falls into the same class, but is saved by some humor and a real hoax.

Thus the material of the book should make a decided appeal to students who want real emotions and real life depicted even in the class room. There should also be a place for stories of modern city life in Latin America, for this is generally what the American finds if he visits the southern continent. He is as unlikely to have anything to do with *gauchos* and *arrieros* as a European with cowboys and Indians in the United States. Yet this back-of-beyond life has undoubted fascination for college readers, and this is justification enough for the emphasis put on it.

As for the editing, it is done competently by Alberto Vázquez who has had considerable experience in making text-books for American students. The notes, which are handily placed at the bottom of the page rather than all together after the text, are abundant. Many do not appear necessary, for they consist merely of translations which can just as well be put in the vocabulary. Actually, such idiomatic uses are often given in both places, which seems like unnecessary pampering of the student. The book errs, if at all, on the side of offering special translations for even simple expressions which merely demand a little imagination on the part of the student. Thus *nació* and *alcanzó a lanzar* (p. 125), *corrieron aún tres años*, and *sus medios de vida actuales* (p. 119) do not seem to need special translation. Such cases could be cited on almost any page of this book. There is probably little positive harm in giving this unusual amount of help to the student if the editor wishes to and if the paper situation permits. On the other hand, the editor is very helpful, and necessarily so, when he explains such words as *mensualeras* (p. 119), *boliche*, (p. 120), *pava de agua* (p. 121), *yararacusú* (p. 125), *piapiá* (p. 134). Little help is given for syntactical and grammatical variations from normal use. For example, *como* appears both with the indicative and subjunctive, but the reviewer did not notice any comment. Pronoun objects often follow an indicative verb, again without comment. Such a note as that on *alquilara*, p. 8, is unsatisfactory, for the editor states that "The *-ra* form of the imperfect subjunctive often replaces, in modern usage, the pluperfect indicative and sometimes the preterit." Actually, of course, the *-ra* subjunctive is no subjunctive except by courtesy; it is actually a derivative from the Latin pluperfect, and the pluperfect is its most accurate and historical sense.

No review of this book would be possible without paying homage to the editor's *cuestionarios*, which are ample in the extreme. For example, for *La casa colonial*, the first story, there are 250 questions, which ought to satisfy any teacher's zeal for talking Spanish in the class room. The half-page introductions of new authors could be far more informative and

exact. Such a comment as that on Hugo Wast is in point: "Hugo Wast writes in a very easy, simple fashion, at times without elegance, perhaps because of his prolific production" (p. 21). Here any new edition of the book could show a vast improvement, for students need this kind of information very much; many colleges, and most secondary schools have a pitiful amount of critical and biographical material on Latin American authors.

There are a few misprints (*preparer*, p. 46, *hajo*, p. 106, *provenir*, p. 109), but these are few and the general care in printing and checking appears excellent. The vocabulary is extensive (over 4,000 words), and is well handled.

However, this book is likely to succeed as already suggested, chiefly because its contents are decidedly worth presenting, both for their vitality and their realism in depicting a real, if rough and tough, Latin America.

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MOULTON, HAROLD G., and MARLIO, LOUIS, *Le Désarmement de l'Allemagne et du Japon*, New York, Brentano's, 1945, 235 pp. Price \$2.00.

This is the French translation of *The Control of Germany and Japan* published by the Brookings Institution in 1944. Every page of the book, including the editor's *Note*, will be read with profit. The co-authors, an American and a Frenchman, are well qualified to treat the subject. Mr. Moulton, who received his Ph.D. from the University of Chicago in 1914, has held several important positions, such as that of director of the Institute of Economics in Washington, D. C., and has published a number of works that have won for him an international reputation. He has a perfect knowledge of the Japanese problem. Mr. Marlio, "Docteur en droit" of the University of Paris and "Membre de l'Institut," has also written several books and filled high positions, both in government and in industry: "Chef de Cabinet des Ministres des Travaux publics" (1909-1918), president of a chemical company, president of a railroad (Chemins de fer de l'Est), vice-president of the "S.N.C.F." (Société Nationale des chemins de fer) and, finally, from 1926 to 1939, president of the "Cartel international de l'aluminium." Since 1941 he has been occupied in research at the Brookings Institution, of which Mr. Moulton is president. Theirs is not merely "another book" on the question of "What to do with Germany" or "What to do with Japan." It is a work which, undoubtedly, will be heeded by those whose responsibility is to insure future peace.

After reviewing the main reasons for the Allies' failure, following World War I, to prevent aggressive nations from re-arming, the authors analyze critically—in the light of experience, knowledge, and common sense—the various economic measures that have been advocated during recent years. They reject all the plans for territorial readjustments such as dividing Germany into small states, or separating the Rhineland and East Prussia or all of Prussia from the rest of the Reich. They are equally opposed to the reduction of Germany to an agricultural state and to the destruction of its metallurgical and chemical industries. Such measures, they contend, would have too serious effects upon economic conditions, both in and out of Germany. Plans proposed merely to control key industries and so-called strategic minerals are deemed equally bound to fail. They would be either ineffective or impracticable. Among the difficulties foreseen are those stemming from the fact that mineral production is widely distributed, that some minerals can be smuggled easily, and that substitutes can be found for others. There is also the difficulty, or rather impossibility, of determining exactly what peace-time requirements are or should be.

Very few, indeed, are the important measures which, according to the authors, can and must be enforced: a certain control of the electric-power industry, the suppression of the production of aluminum ingot, and the prohibition of commercial as well as military aviation. They think that individual private flying should be prohibited as long as aviation is one of the most efficient means of warfare.

The control of raw materials would be somewhat more effective against Japan than against Germany, but here again administrative difficulties and economic repercussions might lead to utter failure. The best way to neutralize Japan's aggressiveness will be to deprive her of the colonial empire which has been the main source of her military power. This can be done, since it has been verified that Japan can live and prosper without colonies. Strict and severe control of air activity should be also one of the important measures applied in her case.

The authors have arrived at the conclusion that economic measures have only a limited value and that they must be supplemented by military control. This does not mean permanent military occupation but rather implies the use of a system of detection and coercion for dealing with cases of re-armament preparations. The last chapter, concerned with future United States policies, was written by Mr. Moulton alone.

One of the underlying ideas emphasized in both the introductory and the concluding pages is that the success of a world peace organization will depend on the happy solution of the German and Japanese problem. Emphasized throughout the book is also the idea that economic measures must be relatively easy to enforce, and that they must be of such a nature as not to "throttle the economic life of the country against which they are imposed."

No doubt the average reader will learn much from this highly competent analysis of the problem, but some may wonder to what extent the prosperity of the two aggressive peoples, who found a way to re-arm even when they were supposedly starving, is necessary to the prosperity and security of the rest of the world.

ALPHONSE ROCHE

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• Books Received •

MISCELLANEOUS

Parsell, J. R., *An Alphabet for the World of Tomorrow*. University of Missouri Bookstore, Columbia, Missouri. 30 pp. Price \$1.00 paper, \$2.00 cloth.

FRENCH

Spellman, Francis J., *Le chemin de la victoire*. Brentano's, 1945. Price \$1.75.

Focillon, Henri, *Témoignage pour la France*. Brentano's, 1945.

Maupassant, Guy de, *Choix de contes*. Edited by F. C. Green, Macmillan Co., Cambridge University Press, 1945. Price \$2.00.

Reine, Charles, *Sous le signe de l'étoile*. Brentano's, 1945.

Koyré, Alexandre, *Introduction à la lecture de Platon*. Brentano's, 1945. Price \$1.50.

Dorgelès, Roland, *Les Croix de Bois*. Editions Variétés, Montreal.

D'Aumale, Jacques, *Voix de l'Orient (Souvenirs d'un Diplomate)*. Editions Variétés.

Bertrand, Louis, *Le Livre de Consolation*, Editions Variétés. Price \$1.50 PP \$1.60.

Simenon, Georges, *L'homme qui regardait passer les trains*. Editions Variétés. Price \$1.25 PP \$1.35.

Bertrand, Louis, *Saint Augustin*. Editions Variétés, 1945. Price \$1.50 PP \$1.60.

Simenon, Georges, *Les Suicidés*. Editions Variétés. Price \$1.25 PP \$1.35.

Rougier, Louis, *Créance morale de la France*. Parizeau, Montreal, 1945.

GERMAN

Evans, M. Blakemore and Röseler, Robert O., *Say It in German*. F. S. Crofts & Co., New York, 1945.

RUSSIAN

Strelesky, Nikander, *Russian Reader*. Longmans, Green & Co., Inc., New York, 1945. Price \$2.00.

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